Montana Full-Time Kindergarten

Model Curriculum Guide 2010

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

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welcome

This publication was developed by the Accreditation Division
of the Office of Public Instruction.

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Office of Public Instruction
P.O. Box 202501
Helena, MT, 59620-2501
(406) 444-3095
(888) 231-9393
(406) 444-0169 (TTY)
opi.mt.gov

October 26, 2009

Dear Montana Educators,

With great pride I present Montana's first Full-Time Kindergarten Model Curriculum. As a collaborative creation, development of the model curriculum represents the efforts of Montana's kindergarten teachers, other education stakeholders and the public. Montana's Full-Time Kindergarten Model Curriculum is a resource for Montana school districts in meeting the instructional and learning needs of all full-time kindergarten teachers and students. My staff is committed to providing support to Montana educators in the implementation of the model curriculum.

The model curriculum is the first step in fulfilling the Office of Public Instruction's (OPI) commitment to providing technical assistance supporting full-time kindergarten education. The OPI Web site houses the Full-Time Kindergarten Web page. The Web page provides teachers, administrators and parents resources to assist the understanding and implementation of full-time kindergarten programs. The Web page will encourage kindergarten teachers to share successful lessons and unit plans including lessons and units relating to Montana American Indians, instructional strategies, observation techniques, classroom assessments and much more.

The 2007 Montana Legislature provided State support to Montana districts for full-time kindergarten for 5-year-olds as described in Section 20-7-117, MCA**.** The kindergarten programs established by Montana districts must be designated by the trustees as half-time or full-time, must be an integral part of the elementary school, and must be financed and governed accordingly.

In the 2008-09 school year, 93.7 percent of the 10,820 kindergarten-aged students were enrolled in full-time kindergarten programs; this enrollment is an increase of 14.7 percent since the 2007-08 school year. In the 2008-09 school year, 218 (70 percent) Elementary Districts offered full-time kindergarten programs; this enrollment is an increase of 5 percent of Elementary Districts offering full-time kindergarten programs since the 2007-08 school year.

As I travel throughout Montana, I hear from parents about how they value full-time kindergarten programs. Correlating the full-time kindergarten calendar to the adult work-a-day world benefits both child and parent. Kindergarteners spend more time learning and their parents are not struggling to reconcile two very different schedules. The introduction of full-time kindergarten demonstrates Montana's ongoing commitment to education.

Denise Juneau
Superintendent of Public Instruction

MONTANA STANDARD-BASED EDUCATION
TO IMPROVE LEARNING AND TEACHING

K-12 CONTENT STANDARDS
What all Montana students will know, understand and be able to do when they graduate from high school, ready for work and postsecondary education.

BENCHMARKS
Check points along the K-12 continuum to assess student progress toward meeting standards.

End of Grade 4	End of Grade 8	Upon Graduation

PERFORMANCE DESCRIPTORS
How well students apply knowledge, skills and abilities.

Novice			Nearing Proficiency			Proficient			Advanced		
Grade 4	Grade 8	Grade 12	Grade 4	Grade 8	Grade 12	Grade 4	Grade 8	Grade 12	Grade 4	Grade 8	Grade 12

ESSENTIAL LEARNING EXPECTATIONS
The Essential Learning Expectations are specific statements of what all students should know and be able to do at a grade level. It measures student progress toward meeting a Benchmark.

K	1	2	3	4	5	6	7	8	9	10	11	12

STANDARDS-BASED EDUCATION IMPLEMENTATION

Professional Development and Technical Assistance
Ongoing opportunities using statewide, regional and local delivery venues.

Model Curriculum	Research-Based Instructional Strategies	Model Classroom Assessment

EDUCATOR PREPARATION PROGRAMS
Initial and advanced educator preparation programs and professional development.

CHART KEY

Blue – Approved in Administrative Rules of Montana by the Montana Board of Public Education
Aqua – Approved by the Superintendent of Public Instruction
Lavender – Guidance and Regional Ongoing Professional Development
Green – Professional Educator Preparation Program Standards (PEPPS) and On-Site Review Process

PROJECT BACKGROUND AND HISTORY

Montana Full-Time Kindergarten Model Curriculum Project

Background Information

The 2007 Montana Legislature appropriated $1.8 million to the Office of Public Instruction (OPI) to provide technical assistance to K-12 schools in curricular areas such as communication arts, mathematics, science, early childhood education, library media and middle school/at-risk programs. Funding is included for curriculum specialists to develop resources for teachers and administrators based on research-proven best practices in curriculum and classroom instruction, assist with the delivery of professional development, facilitate the revision of the state content and performance standards on the cycle adopted by the Board of Public Education (BPE), and assist with the development of model curriculum and assessment tools to measure student progress toward the standards.

The legislative action directed the OPI to facilitate the review and revision of the content standards and performance descriptors; develop model curriculum for full-time kindergarten and science; identify specific needs of teachers and schools of middle school and at-risk students; and identify the ways to improve the integration of information technology across the curriculum.

The 2007 Montana Legislature also provided state support to Montana districts for full-time kindergarten for 5-year-olds as described in Section 20-7-117, MCA. The kindergarten programs established by Montana districts must be designated by the trustees as half-time or full-time, must be an integral part of the elementary school, and must be financed and governed accordingly.

In the 2007-08 school year, Full-Time Kindergarten met the participation rates anticipated by the 2007 Legislature. Going into the 2007 session, the Office of Public Instruction estimated 80 percent of Montana Kindergarten students would be enrolled in Full-Time Kindergarten in the 2007-08 school year. Based on enrollment counts reported to the OPI in October 2007, 79 percent of Kindergarten students enrolled in a full-time program during the 2007-08 school year.

Student Data for 2008-09: 10,820 Kindergarten Students

- 10,135 Kindergarten students (93.7%) enrolled in Full-Time Kindergarten
- 685 Kindergarten students (6.3%) enrolled in a half-time program

District Data for 2008-09: 311 K-12 or Elementary Districts

- 218 Elementary Districts (70%) offer Full-Time Kindergarten
- 10 of these districts offer a combination of Full-Time and Half-Time Kindergarten
- 58 Elementary Districts (18.6%) offer Half-Time Kindergarten
- 35 Districts (11%) with no Kindergarten enrollment

Educator Data for 2006-07 through 2008-09:

- 398 educators taught kindergarten in the 2006-07 school year
- 528 educators taught kindergarten in the 2007-08 school year
- 567 educators taught kindergarten in the 2008-09 school year

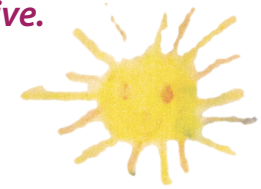
Montana Full-Time Kindergarten Model Curriculum Project

The purpose of the full-time kindergarten model curriculum project is to assure Montana citizens that its public schools are providing all kindergarten teachers a common set of learning expectations for all Montana kindergarteners. The model curriculum may be adopted, adapted or modified by Montana school districts. The role of the model curriculum project team is to develop a model curriculum based on the Montana K-12 Content Standards and Performance Descriptors as set forth by the Montana Board of Public Education. The OPI is charged with facilitating this process.

The work of the full-time kindergarten model curriculum project began in February 2008 with a call for nominations. Project team members were selected from nominations by professional education organizations and met the following criteria: 1) teachers of pre-school through third grade; 2) higher education faculty; 3) geographic distribution; 4) large/small district representation; 5) cultural diversity and special populations; and 6) at least one administrator.

From nominees recommended by the professional education organizations, the OPI staff selected facilitators to guide the work of the project team. The role of the facilitator is to lead the writing process, to review the comments, and assist the OPI with editing the draft and final documents. The facilitators met several times with the OPI staff to establish the process, structure, and agenda for the work sessions.

Special attention returned again and again to the whole child – social/emotional, intellectual/academic, physical, and creative.



<u>Montana Full-Time Kindergarten Model Curriculum Project Work Schedule</u>

- March 8-9, 2008
- April 11-13, 2008
- May 2-4, 2008
- May 22-23, 2008
- June 17-18, 2008
- July 22, 2008
- August 12-13, 2008
- November 7-9, 2008
- November 14-15, 2008
- January – June 2009

Research related to integrated learning, teaching the whole child, the role of play in the classroom, and attention to essential learning expectations guided the work of the project team. Special attention returned again and again to the whole child – social/emotional, intellectual/academic, physical, and creative.

A working draft of the Montana Full-Time Kindergarten Model Curriculum was presented to the participants attending the State Superintendent's Second Annual Full-Time Kindergarten Conference, August 12-13, 2008, at the Billings Convention Center in Billings, Montana.

Montana Full-Time Kindergarten Model Curriculum Project

ACKNOWLEDGMENTS

This publication was developed by the Montana Office of Public Instruction through funding provided by the 2007 Montana Legislature.

The primary authors of this publication include:

Karen Mikota-Facilitator
Kindergarten Teacher
Helena Public Schools

Terri Middagh-Facilitator
Kindergarten Teacher
Helena Public Schools

Rhonda Baker
Kindergarten Teacher
Harlem Public Schools

Terri Barclay
Instructional Specialist
Office of Public Instruction

Laurie Bowlds
Retired K-2 Teacher
Helena Public Schools

Julie Bullard
Higher Education Faculty
University of Montana –Western

Jane Carlson
Kindergarten Teacher
Lockwood Public Schools

Maria Goebel
Kindergarten Teacher
Helena Public Schools

Megan Lewis
Kindergarten Teacher
Polson Public Schools

Eve Malo
Higher Education Faculty
University of Montana-Western

Elaine Meeks
Primary School Principal
Polson Public Schools

Lynn Navratil
Multi-Age Teacher
Pine Creek Public School

Lisa Thomas
Kindergarten Teacher
Missoula County Public Schools

Jan Thomson
Project Consultant
Great Falls, Montana

Linda Vrooman Peterson
Project Director
Office of Public Instruction

The Accreditation Division of the Office of Public Instruction wishes to thank the Full-Time Kindergarten Model Curriculum project team for its focus, commitment to Montana education, and determined work ethic.

In addition, the Accreditation Division wishes to thank the following members of the OPI team who provided valuable assistance and support for this project: Linda Almas, Carol Gneckow, Lorraine Burns, Colet Bartow, Kim Warrick, Cheri Bergeron, Michael Hall, Debbie Hunsaker, Katie Burke, Donna Waters and Pat McNieve.

Thanks to Dee Baker, Dee McLean, Devin McGee and Rose McGee who volunteered their time on the Focus Group to begin the process for the Full-Time Model Curriculum.

Montana Full-Time Kindergarten Model Curriculum Guide 2009
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RESEARCH BASE FOR THE FULL-TIME KINDERGARTEN MODEL

CURRICULUM

RESEARCH BASE FOR THE FULL-TIME KINDERGARTEN MODEL CURRICULUM

Introduction

Educators are continually challenged by new expectations that impact their roles, and kindergarten teachers are no different. Recent issues impacting primary through college education (commonly referred to as P-20) include, for example, student academic achievement, ever-changing curriculum, instruction and the impacts of such federal legislation as the No Child Left Behind Act (NCLB). Montana educators have responded to these issues, engaging in meaningful dialogue and common-sense practices.

Educators across the United States have identified effective practices for schools and districts in curriculum, assessment, learning strategies, school culture, student and family supports, and school organization and leadership. At the prospective teacher level, the National Academy of Education's Committee on Teacher Education has identified the effective building blocks of preparation, based on studies (Darling-Hammond and Bransford, 2005). Today, all K-12 Montana educators are expected to utilize effective schooling practices and the best research in order to implement programs for their students.

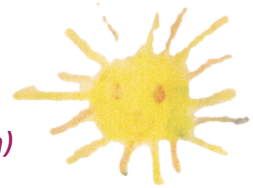
Research and Practice Considerations

Today's Kindergarten Teacher must expect to:

1. Meet the new expectations of an all-day program;
2. Ensure that the curriculum, assessment, and instructional practices used with young children are developmentally appropriate;
3. Continuously learn and grow in knowledge about K-12 expectations, and be able to place kindergarten expectations in a K-12 context of growth;
4. Continuously learn proactive, effective, and promising practices in curriculum; assessment, learning strategies, school culture, student and family supports, and school organization and leadership;
5. Learn and implement practices which promote student growth and achievement;
6. Learn and grow in brain research as it relates to developmentally appropriate practices;
7. Continuously expand personal knowledge of effective strategies, recognizing that no one strategy will be effective for every student, or in every context;
8. Plan challenging personal staff development based on school goals, promising practices and child needs; and
9. Reflect with other educators, K-12, on the ever-changing body of research and practice.

The Kindergarten Program and Effective Schooling Practices

The Montana Five-Year Comprehensive Education Plan expected of each local Montana district utilizes nine correlates of effective schools research as a means to aid schools in identifying meaningful, measurable goals for student growth. Each correlate reflects research-based practices which can be used to inform and guide educators. More guidance is provided through correlate-specific rubrics which can assist educators and schools in self-study as a means to improve practices. These correlates (Lezotte and McKee, 2006) provide the foundation of school improvement for Montana K-12 educators.



Montana's Nine Correlates of Effective Schools Research

***Academic Performance** (Curricula, Evaluation/Assessments, Instruction)*

Correlate 1 Curricula

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

Correlate 2 Evaluation/Assessments

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Correlate 3 Instruction

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

***Learning Environment** (School Culture, Student, Family, Community Support Programs/ Services, and Professional Development)*

Correlate 4 School Culture

The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

Correlate 5 Student, Family, Community Support Programs/Services

The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.

Correlate 6 Professional Development

The school/district provides research-based results that drives professional development opportunities for staff, and implements performance evaluation procedures in order to improve teaching and learning.

***Efficiency** (Leadership, Organization of the School, Defining the School's Vision, Mission, Beliefs)*

Correlate 7 Leadership

School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

Correlate 8 Organization of the School

The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning and supports high student and staff performance.

Correlate 9 Defining the School's Vision, Mission, Beliefs

The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

As the Kindergarten urriculum project team developed its rationale, additional research and practices were identified as central to the young child.

The Kindergarten Program and the Whole Child Initiative

Current educational practice and policy appears to focus on academic achievement. Achievement, however, is but one element of student learning and development, and only a part of any complete system of educational accountability. Together, these elements support the development of a child who is healthy, knowledgeable, motivated and engaged. The ASCD Whole Child initiative conveys specific practices needed in communities and schools, and strongly supports the effective schooling research. To develop the whole child requires that:

Communities Provide

- Family support and involvement, and
- Government, civic, and business support and resources, volunteers and advocates, and support for their districts' coordinated school health councils or other collaborative structures.

Schools Provide

- Challenging and engaging curriculum,
- Adequate professional development with collaborative planning time embedded within the school day,
- A safe, healthy, orderly and trusting environment,
- High-quality teachers and administrators,

- A climate that supports strong relationships between adults and students, and
- Support for coordinated school health councils or other collaborative structures that are active in the school.

Teachers Provide

- Evidence-based assessment and instructional practices,
- Rich content and an engaging learning climate,
- Student and family connectedness,
- Effective classroom management, and
- Modeling of healthy behaviors.

Essential to the development of confidence and continued learning is a school community where children are physically and psychologically safe.

The Kindergarten Program and Identified Appropriate Practices for Young Children

It is essential that school district policies and curriculum reflect the understanding that young children have specific learning needs that are different from older students. Young children learn through hands-on, interactive personally meaningful experiences that are integrated in ways that address all aspects of children and their development. Full-time Kindergarten allows for a deeper, not broader curriculum for Montana's children.

A Program should:

- provide for all areas of a child's development;
- be relevant and intellectually engaging;
- integrate subject matter to assist students in making connections;
- support children's home culture and language;
- offer a balance between child-initiated and teacher-directed learning;
- have multiple opportunities for inquiry, problem-based learning, and other effective strategies; and
- be physically and psychologically safe.

The Kindergarten Teacher and New Research and Practice

This section is not intended to be all-inclusive; rather, it reports on some research directions that could impact the kindergarten teacher's practices and classroom. It is meant to be an introduction to dynamic and changing early childhood research and practice. Two foci of research are reported here, Lezottes's effective school research and the ASCD Whole Child Initiative, but there are others, which will be included in the **New Research and Practice** section online (check back, often).

Early Learning, School Readiness and School-wide Practices

Today, several research groups (for example, government research programs, National Institutes of Health) are focusing on early learning and school readiness (Effective Schools Correlates 1-6). While educators know much about the young child, some researchers are concentrating on a large question specific to schooling:

> ***What pedagogical strategies, and what early childhood curricula or programs are most effective in promoting learning and development in specific areas, for which children, and under what conditions?***

Research studies related to this question are being conducted in the development of cognition, emergent literacy, language, numeracy and mathematics, social and emotional competence, metacognition and self-regulation skills, motor development, and physical health. Of course, research also includes all grade levels and school levels where appropriate. Research is ongoing, but early studies have yielded some exciting discoveries:

1. Children showed larger gains in academic outcomes when they experienced higher-quality instruction (2008);
2. How the teacher and child relate to each other had a large effect on student gains in academic outcomes (2008);
3. Targeted intervention into teacher interactions with children and the instructional climate for academic skills can increase effective teaching and children's academic gains (NCRECE, 2008);
4. Ongoing mentoring and consultation increases effective teaching (NCRECE, 2008);
5. Pluralistic, collaborative and data-driven school leadership directly influences student achievement (Duvall; ISBA; Waters and Marzano);
6. School boards in districts with a history of higher student achievement were significantly different in knowledge, beliefs and actions from boards in districts with a history of lower student achievement (Iowa Lighthouse Study, 2000; Lighthouse Project 2002-2007; Lighthouse National/Governance Renaissance);
7. There is a positive relationship between superintendent stability (length of superintendent tenure) and student achievement (Waters and Marzano, 2006); and
8. Certain leadership characteristics and practices can be recommended, based on the meta-analysis of 27 educational studies of effective programs (MCREL).

Childhood Health, Neurodevelopment and Environmental Health

In addition, the National Children's Study, conducted long-term by the U.S. National Institutes of Health, has posited hypotheses in five health areas. Two of the areas studied are neurodevelopment and behavior, and child health and development (including impact of media exposure on child health and development, environmental health, and how interactions between children and families and social institutions influence children's cognitive, social, and emotional development). These are exciting studies that may influence program and practice.

> ***Kindergarten teachers should expect to challenge themselves, learn new practices to aid their students, participate in school growth programs at the local level, and be cognizant of new research***.

Full-Time Kindergarten

GUIDING PRINCIPLES

MONTANA GUIDING PRINCIPLES OF THE MODEL CURRICULUM

The Montana Guiding Principles are generalizations intended to inform educators about the development and implementation of Full-Time Kindergarten. These principles recognize that the domains of children's development are closely interrelated.

1. Educating the whole child: Learning through mind, body and heart

Children benefit from experiences that enhance their physical, social/emotional, intellectual/academic and creative development. In curriculum design, teaching the whole child means creating experiences that integrate all the ways children acquire knowledge and skills while learning about themselves and others. The whole child is healthy, motivated and engaged in learning.

2. Constructing Knowledge: Learning as an active process

Children construct their own understandings of the world around them through observations, hands-on experiences and social interactions. Learners need to be encouraged to explore and question as individuals and as group members. It takes time to learn, to reflect, to discuss and actively build on prior experiences. Full-Time Kindergarten provides the opportunity and time for learners to construct knowledge.

3. Fostering Play: Learning through child-initiated and teacher-supported play

Because children are active constructors of their own learning, play is essential as a context for the development of knowledge and skills. It is through interactive play that children practice the skills of cooperation, empathy and conflict resolution. Additionally, play provides opportunities to develop curiosity, self-direction, persistence and motivation. Play supports healthy development across the domains as children engage in new and challenging tasks.

4. Ensuring Health and Safety: Learning in a safe and caring environment

Essential to the development of confidence and continued learning is a school community where children are physically and psychologically safe. Caring and nurturing adult interactions are vital to children's individual physical and mental health, social/emotional, safety and nutritional needs. These needs can be met by on-site services or referral to community resources.

5. Stages of Development: Learning and growing through appropriate experiences

There are relatively predictable sequences of growth and development during the early childhood years. Individual development is a result of both heredity and environment. It is an interactive process between the developing child and experiences in the social and physical environments. Children rely on prior knowledge and concrete experiences to construct new abilities and skills leading to symbolic representation. When the teacher understands the development of children, how children acquire knowledge, and the needs of the individual learner, he/she can plan and create appropriate learning experiences for each child.

6. Differentiating Instruction: Learning through different paths

Children come to kindergarten with a wide variety of previous experiences. Prior knowledge and experiences need to be taken into account when designing and delivering curriculum. For example, the child who has not had language-rich experiences will need more opportunities to listen to stories and engage in reciprocal conversations to address the gap in vocabulary. Additionally, the child who is reading will benefit from instruction at his/her point of need. Differentiated learning opportunities allow each student to perform at optimum levels.

Kindergartners possess a variety of learning needs, abilities and preferred modes of learning, which may include visual, auditory, tactile and kinesthetic. Instruction should be adapted to diverse learners. Each child is unique, possessing an individual personality, temperament, family and cultural background.

7. Cultural Relevance: Learning in meaningful ways

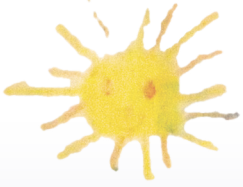
Development and learning is influenced by the cultural context of the family and community, which includes the family's social norms, ethnic and/or religious group. It is imperative to learn about the cultural context of the child's family and community, and recognize that multiple perspectives are to be considered in making decisions about curriculum. The culture, history and Essential Understandings Regarding Montana American Indians should be integrated in authentic ways that are meaningful to young children.

8. Building Relationships: Learning through partnerships

Quality Full-Time Kindergarten programs develop family and school connections based on mutual respect. It is imperative for teachers to initiate and maintain frequent communication with families encouraging them to be involved in various ways with their children's education. Open and consistent communication creates a reciprocal relationship in which information is shared and common goals are established. Through building relationships with families, teachers have a better understanding of the whole child. Positive partnerships with families in the first year of school create future success for students!

9. Collaborating with the Community: Learning through connections

Students who are connected to the school and the broader community learn from and contribute to others. Utilizing resources in the community can expand classroom learning. It is beneficial for teachers to initiate and maintain communication with community members, encouraging them to be involved in children's education. Making these connections provides an expanded learning environment. Student connections within the community are a first step in developing the 21st century learner at the kindergarten level.



INDIAN EDUCATION FOR ALL (IEFA)

INDIAN EDUCATION FOR ALL (IEFA)

Indian Education for All is an educational mandate derived from Montana's state constitution, which reads, "It is the intent of the legislature that every Montanan, whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner … all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents … educational personnel provide means by which school personnel will gain an understanding of and appreciation for the American Indian people."

Montana Code Annotated (MCA) 20-1-501

In order to fulfill this mandate, kindergarten teachers should carefully plan ways in which to integrate throughout the curriculum the Seven Essential Understandings Regarding Montana Indians. The seven Essential Understandings include:

Essential Understanding 1: There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.

Essential Understanding 2: There is great diversity among individual American Indians as identity is developed, defined and redefined by many entities, organizations and people. There is a continuum of Indian identity ranging from assimilated to traditional and is unique to each individual. There is no generic American Indian.

Essential Understanding 3: The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs.

Additionally, each tribe has its own oral history beginning with their origins that are as valid as written histories. These histories pre-date the "discovery" of North America.

Essential Understanding 4: Reservations are land that have been reserved by the tribes for their own use through treaties and was not "given" to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions [as noted in the original document].

Essential Understanding 5: There were many federal policies put into place throughout American history that have impacted Indian people and shape who they are today. Much of Indian history can be related through several major federal policy periods.

Essential Understanding 6: History is a story and most often related through the subjective experience of the teller. Histories are being rediscovered and revised. History told from an Indian perspective conflicts with what most of mainstream history tells us.

Essential Understanding 7: Under the American legal system, Indian tribes have sovereign powers separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.

Here are some examples of integrating IEFA into instruction:

- Choose Native American picture books to teach language arts;
- Incorporate tribal knowledge in science lessons about plants, stars or seasons; and
- Introduce social studies concepts of time, continuity and change by exploring traditional and contemporary food, clothing and shelter of Montana Indians.

(Indian Education for All, Essential Understandings Web site:
http://www.opi.mt.gov/PDF/IndianEd/Resources/EssentialUnderstandings.pdf)

Montana Full-Time Kindergarten Model Curriculum by Specific Subject Areas

Montana Full-Time Kindergarten Model Curriculum Key

The Montana Full-Time Kindergarten Model Curriculum is designed to guide and assist Montana schools in the implementation of a full-time kindergarten program. The document is aligned with the Montana Content Standards, and provides a framework for the kindergarten curriculum. The curriculum guide is a work in progress. The document is intended to expand as the Office of Public Instruction and kindergarten teachers work with it.

- ***Content Standard:*** refers to the number of the Content Standard for the curricular area
- ***Benchmark End of Grade 4:*** refers to the number of the Content Standard and the specific Benchmark
- ***Introduction:*** A skill introduced and students are expected to know essential vocabulary
- ***Essential Learning Expectation (ELE):*** Proficiency of bold ELE is expected by the end of kindergarten. Non-bold ELE are to be introduced and developed in the kindergarten year
- ***Explore:*** skills to be extended
- ***Essential Vocabulary:*** vocabulary specific to the content area
- ***Assessment:*** formative and summative assessment strategies
- ***Resources:*** related material and resources

Montana Full-Time Kindergarten Model Curriculum
Mathematics -- Revised 2008-2009 -- Proposed Effective July 2009

Content Standards

Content Standard 1: Number Sense and Operation: A student, applying reasoning and problem solving, will use number sense and operations to represent numbers in multiple ways, understand relationships among numbers and number systems, make reasonable estimates and compute fluently within a variety of relevant cultural contexts.
Content Standard 2: Data Analysis: A student, applying reasoning and problem solving, will use data representation and analysis, simulations, probability, statistics and statistical methods to evaluate information and make informed decisions within a variety of relevant cultural contexts.
Content Standard 3: Geometric Reasoning: A student, applying reasoning and problem solving, will understand geometric properties, spatial relationships, and transformation of shapes, and will use spatial reasoning and geometric models to analyze mathematical situations within a variety of relevant cultural contexts.
Content Standard 4: Algebraic and Functional Reasoning: A student, applying reasoning and problem solving, will use algebraic concepts and procedures to understand processes involving number, operation, and variables. A student will use procedures and function concepts to model the quantitative and functional relationships that describe change within a variety of relevant cultural contexts.

Mathematics Content Standard 1. Number Sense and Operation: A student, applying reasoning and problem solving, will use number sense and operations to represent numbers in multiple ways, understand relationships among numbers and number systems, make reasonable estimates and compute fluently within a variety of relevant cultural contexts.

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
1. Place Value: Demonstrate the relationship among whole numbers; identify place value up to 100,000, and compare numbers using greater than, less than, and equal		**A. Represent quantities including written numerals.** **B. Compare and order sets or numerals by using both cardinal and ordinal meanings.**	A. Participates in making: > a table > a graph > collections > predictions B. Participates in finding patterns in the environment C. Estimate using a variety of strategies D. Define strategy E. Problem solve using a variety of strategies F. With assistance locate math in their environment (shapes, patterns, numbers) G. Practice using various technologies (paper, pencil, calculator, computer)	**number, sets,** add, addition, Algebra, analyze, asymmetrical, symmetrical, attribute, backward, balance, calendar, cent, circle, classify, clock, coin, dime, nickel, penny, cone, count, count back, count on, create, cube, cylinder, data, date, day, design, ellipse, equal, extend, forward, fraction, Geometry, geometric figures, graph, greater than, less than, join, length, less, less than, manipulative, month, week, more, nickel, non-pattern, pattern, number, number words (0-20), numeral, objects, o'clock, ones, units, operation, ordinal words (1st - 10th), place value, position	In Process	In Process

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
2. Estimation and Operations: Estimate sums, differences, and products when solving problems. Add, subtract, multiply up to three-digit by two-digit factors, and divide two-digit dividends by one-digit divisors that result in whole number quotients to solve problems		**A. Quickly recognize the number in a small set** **B. Count the number in combined sets** **C. Count backwards** **D. Choose, combine, and apply effective strategies for answering quantitative questions** **E. Count the number in combined sets**		**count, backwards, combine, add,** positional concepts (behind, beside, between, above, below, around, over, under), problem solving relationship, ruler, scale, separate, shape, sign (+, =, -), skip counting, solve, sort, spatial, sphere, strategies, subtract, subtraction, table, temperature, tens, thermometer, time, triangle, value, Venn diagram, week, weight, whole/part, yardstick, year		
3. Whole Number Concepts: Develop multiplication and division concepts, reason and justify using number and operation models and strategies, and demonstrate fluency with basic facts and using properties of operations		**A. Model simple joining and separating situations with objects** **B. Create a set with a given number of objects** **C. Count and produce sets of given sizes**		**join, add, take away, subtract**		
4. Fractions/Decimals: Identify and model common fractions (such as, tenths, quarters, thirds, halves) and decimals (such as, money and place value to 0.001) and recognize and compare equivalent representations						

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
5. Measurement: Select and apply appropriate standard units and tools to measure weight, time, and temperature including scientific and cultural situations when relevant		**A. Use measurable attributes, such as length or weight, to solve problems** **B. Compare and order objects based on measurement** **C. Compare the lengths of two objects both directly (compare with each other) and indirectly (compare both with a third object)** **D. Order several objects according to length**		**measure, length, weight, time, temperature, compare, order**		
Mathematics Content Standard 2. Data Analysis: A student, applying reasoning and problem solving, will use data representation and analysis, simulations, probability, statistics and statistical methods to evaluate information and make informed decisions within a variety of relevant cultural contexts.						
Benchmark End of Grade 4	**Introduction**	**Essential Learning Expectation**	**Explore**	**Vocabulary**	**Assessment**	**Resources**
1. Represent Data: Collect, represent, and organize data in tables, dot plots, bar graphs, pictographs, and stem and leaf plots with and without technology		**A. Collect data and use counting to answer such questions as, "What is our favorite color?"**		**collect, data**		
2. Evaluate Data: Solve problems and make decisions using data descriptors such as minimum, maximum, median and mode within scientific and cultural contexts when relevant						
3. Probability: Describe events as likely or unlikely and discuss the degree of likelihood using words such as certain, equally likely, and impossible including cultural context when relevant						

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
Mathematics Content Standard 3. Geometric Reasoning: A student, applying reasoning and problem solving, will understand geometric properties, spatial relationships, and transformation of shapes, and will use spatial reasoning and geometric models to analyze mathematical situations within a variety of relevant cultural contexts.						
1. 2-D Attributes: Describe, compare, and analyze attributes of two-dimensional shapes		**A. Identify, name, and describe shapes, such as squares, triangles, circles, rectangles, (regular) hexagons, and (isosceles) trapezoids presented in a variety of ways (e.g., different sizes or orientations)** **B. Sort objects and use one or more attributes to solve problems** **C. Re-sort objects by using new attributes**		**squares, triangles, circles, rectangles, regular hexagons, trapezoids**		
2. 3-D Attributes: Describe attributes of three-dimensional shapes such as cubes, rectangular prisms, pyramids, cylinders, cones, and spheres		**A. Identify, name, and describe 3-D shapes such as spheres, cubes, and cylinders.** **B. Sort objects and use one or more attributes to solve problems** **C. Re-sort objects by using new attributes**		**spheres, cubes, cylinders, sort, re-sort**		

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
3. Transformations: Identify slides and flips of congruent figures using spatial reasoning within cultural and artistic contexts when relevant		**A. Describe shape, orientation, and spatial relations of object in the physical world** **B. Use basic shapes and spatial reasoning to model objects** **C. Use basic shapes to construct more complex shapes**		**shape, up, down, slide, flip**		
4. Measurement: Estimate and measure linear objects in metric units such as centimeters and meters and customary units such as half inch, inch, foot, and yard						
5. Area and Perimeter: Define and determine area and perimeter of common polygons using concrete methods such as grid paper, objects, or technology to justify their strategy						

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
Mathematics Content Standard 4. Algebraic and Functional Reasoning: A student, applying reasoning and problem solving, will use algebraic concepts and procedures to understand processes involving number, operation, and variables. A student will use procedures and function concepts to model the quantitative and functional relationships that describe change within a variety of relevant cultural contexts.						
1. Patterns and Relations: Describe, extend, and make generalizations (including finding rules) about geometric or numeric patterns		**A. Identify, duplicate, and extend simple number patterns and sequential and growing patterns**		**patterns, sequence**		
2. Symbols: Use letters, boxes, or symbols to represent numbers in simple expressions or equations to demonstrate a basic understanding of variables						
3. Properties: Use number patterns to investigate properties of numbers such as even or odd and operations such as multiplicative/additive identities, commutative, associative, and distributive						
4. Equivalence: Develop an understanding of equivalence by expressing numbers, measures, or numerical expressions involving operations in a variety of ways						
5. Modeling: Model problem situations with manipulatives or technology and use multiple representations such as words, pictures, tables, or graphs to draw conclusions in cultural contexts when relevant						

Montana Full-Time Kindergarten Model Curriculum
Science -- Revised 2005-2006 -- Effective Fall 2006

Content Standards

Content Standard 1—Students, through the inquiry process, demonstrate the ability to design, conduct, evaluate and communicate results and reasonable conclusions of scientific investigations.
Content Standard 2—Students, through the inquiry process, demonstrate knowledge of properties, forms, changes and interactions of physical and chemical systems.
Content Standard 3—Students, through the inquiry process, demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life and how living organisms interact with each other and their environment.
Content Standard 4—Students, through the inquiry process, demonstrate knowledge of the composition, structures, processes and interactions of Earth's systems and other objects in space.
Content Standard 5—Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies.
Content Standard 6—Students understand historical developments in science and technology.

Science Content Standard 1. Students, through the inquiry process, demonstrate the ability to design, conduct, evaluate, and communicate results and reasonable conclusions of scientific investigations.

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
1. Develop the abilities necessary to safely conduct scientific inquiry, including (a step-by-step sequence is not implied): (a) asking questions about objects, events, and organisms in the environment, (b) planning and conducting simple investigations	A. Recognize a question B. Construct a relevant question C. Define 5 senses	**A. Make observations using the five senses** **B. Record observations by drawing or orally explaining** **C. Ask a question based on their observations** **D. Follow appropriate safety rules** **E. Conduct teacher guided scientific inquiry**		**observe, scientist, same/different, color, size, sight, sound, touch, taste, smell, sort, record, question, experiment,** conclusion, describe, engage, explain, explore, extend, evaluate, hypothesis, inquiry, investigation, label, procedure, question, results, scientific method, simple (2 variables)	A student at proficiency is able to conduct scientific inquiry and report observations made during the inquiry process.	In Process

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
2. Select and use appropriate tools including technology to make measurements (including metric units) and represent results of basic scientific investigations		**A. Identify measurement tools** **B. Choose the appropriate tool to measure time, temperature, mass, length, and liquid volume**	A. Apply use of tools independently	**beaker, clock, thermometer, magnifying glass, magnet, ruler, scale, measuring cups and spoons** microscope, telescope, eyedropper		
3. Use data to describe and communicate the results of scientific investigations		**A. Communicate observations made during inquiry process**				
4. Use models that illustrate simple concepts and compare those models to the actual phenomenon		**Benchmark is addressed in grade 2**				
5. Identify a valid test in an investigation		**Benchmark is addressed in grade 3**				
6. Identify how observations of nature form an essential base of knowledge among the Montana American Indians		**A. Identify objects found in nature** **B. Make observations of objects found in nature** **C. Listen to stories about Montana American Indians interacting with the physical environment** **D. Identify examples of Montana American Indians making use of natural resources**	A. Discuss traditional practices of Montana American Indians B. Relate observations of nature to the traditional practices of Montana American Indians	**nature, natural resources, environment**	A student at proficiency is able to identify how observations of nature form an essential base of knowledge among the Montana American Indians.	

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
Science Content Standard 2. Students, through the inquiry process, demonstrate the knowledge of properties, forms, changes and interactions of physical and chemical systems.						
1. Create mixtures and separate them based on different physical properties (e.g., salt and sand, iron filings and soil, oil and water)		**Benchmark is addressed in grade 2**				
2. Examine, measure, describe, compare and classify objects in terms of common physical properties	A. Discuss terms 'alike/ different' B. Introduce the term 'sort' C. Discuss rules, attributes	**A. Identify objects based on their color, shape and size** **B. Sort objects based on their color, shape, and size**	A. Classify, sort objects using self-selected rule	**color, shape, size, group**		
3. Identify the basic characteristics of light, heat, motion, magnetism, electricity, and sound		**A. Identify light versus dark** **B. Identify the different ways in which objects move (such as zigzag, round and round, back and forth, and fast and slow)** **C. Investigate objects that can be moved with a magnet, without being touched** **D. Observe and describe the basic characteristics of light, magnetism, and motion**	A. Record observations using illustration, labels or sentences	**light, dark, shadow, motion, magnet, magnetism** pull/push (force), mechanical systems (levers, pulleys, etc.)	A student at proficiency is able to explore light, magnetism, and motion.	
4. Model and explain that matter exists as solids, liquids, and gases and can change from one form to another		**A. Identify liquids, solids, and gases**	A. Compare and contrast matter B. Sort materials/ pictures into solid, liquid, gas	**liquid, solid, gas** matter, mixtures, light, sound	A student at proficiency is able to compare and contrast the states of matter.	

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
5. Identify that the position of an object can be described by its location relative to another object and its motions described, and measured by external forces of action upon it		**Benchmark is addressed in grade 3**				
6. Identify, build, and describe mechanical systems and the forces acting within those systems		**Benchmark is addressed in grade 7**				
7. Observe, measure and manipulate forms of energy: sound, light, heat, electrical, magnetic		**See ELE for Benchmark 3**				
Science Content Standard 3. Students, through the inquiry process, demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment.						
Benchmark End of Grade 4	**Introduction**	**Essential Learning Expectation**	**Explore**	**Vocabulary**	**Assessment**	**Resources**
1. Identify that plants and animals have structures and systems that serve different functions for growth, survival, and reproduction	A. Observe living/ nonliving things	**A. List characteristics of living things** **B. List characteristics of nonliving things** **C. Compare living and nonliving things**	A. Use the five senses to observe and collect information, classify and describe living/ nonliving things	**plant, animal, living, nonliving, life cycle, food, energy, change, make new ones (reproduce), make waste (respire, excrete), respond**	A student at proficiency is able to compare and contrast living (biotic) and nonliving (abiotic) things.	

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
2. Identify, measure, and describe basic requirements of energy and nutritional needs for an organism		**Benchmark is addressed in grade 1**		habitat, senses, stages, biotic (living), abiotic (nonliving), food chain, herbivore, carnivore		
3. Describe and use models that trace the life cycles of different plants and animals and discuss how they differ from species to species		**Benchmark is addressed in grade 2**				
4. Explain cause and effect relationships between nonliving and living components with ecosystems; and explain individual response to the changes in the environment including identifying differences between inherited, instinctual, and learned behaviors		**Benchmark is addressed in grade 4**				
5. Create and use a classification system to group a variety of plants and animals according to their similarities and differences		**A. Identify similarities and differences among a group of objects** **B. Group objects using a simple classification system**		**classify, similar, different**		

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
Science Content Standard 4. Students, through the inquiry process, demonstrate knowledge of the composition, structures, processes and interactions of Earth's systems and other objects in space.						
1. Describe and give examples of Earth's changing features	A. Explain planet, earth features	**A. Define Earth as a planet** **B. List Earth's features** **C. Identify local land and water features** **D. Construct a model of a local earth feature**	A. Locate local earth's features	**earth's features, mountain, lake, hill, valley, volcano, ocean, local feature, land, water, planet**	A student at proficiency is able to name earth's features and construct a model of a local earth feature.	
2. Describe and measure the physical properties of Earth's basic materials (including soil, rocks, water and gases) and the resources they provide		**Benchmark is addressed in grade 2**		rotation, revolution, orbit, constellation, star, sun		
3. Investigate fossils and make inferences about life, the plants, animals, and the environment at that time		**Benchmark is addressed in grade 2**				
4. Observe and describe the water cycle and the local weather and demonstrate how weather conditions are measured		**Benchmark is addressed in grade 1**				

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
5. Identify seasons and explain the difference between weather and climate	A. Discuss, describe seasons, weather B. Record weather, seasons	**Benchmark is addressed in grade 2**		Spring, fall, summer, winter, four seasons, temperature, climate, weather		Daily calendar activities
6. Identify objects (e.g., moon, stars, meteors) in the sky and their patterns of movement and explain that light and heat comes from a star called the sun		**Benchmark is addressed in grade 1**				
7. Identify technology and methods used for space exploration (e.g., star patterns, space shuttles, telescopes)		**Benchmark is addressed in grade 1**				
Science Content Standard 5. Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies.						
Benchmark End of Grade 4	**Introduction**	**Essential Learning Expectation**	**Explore**	**Vocabulary**	**Assessment**	**Resources**
1. Describe and discuss examples of how people use science and technology		**A. Identify examples of technology (products and processes)** **B. Demonstrate uses of technology**	A. With guidance or independence use various technologies	**technology, tools, community, thermometer, microscope, telescope, magnifying glass, eyedropper, magnet, ruler**	A student at proficiency is able to apply knowledge of technology by using different tools.	

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
2. Describe a scientific or technological innovation that impacts communities, cultures, and societies		**Benchmark is addressed in grade 3**				
3. Simulate scientific collaboration by sharing and communicating ideas to identify and describe problems		**Benchmark is addressed in grade 4**				
4. Use scientific knowledge to make inferences and propose solutions for simple environmental problems		**Benchmark is addressed in grade 1**				
5. Identify how the knowledge of science and technology influences the development of the Montana American Indian cultures	A. Demonstrate use of various technologies	**A. Identify that tools are a form of technology** **B. Identify examples of tools that have been developed or are being developed by Montana American Indians**	A. Use various technologies to solve a problem	**tool, technology** simple tools (thermometer, measuring cups, rain gauge, scale, measuring tape)		

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
Science Content Standard 6. Students understand historical developments in science and technology.						
1. Give historical examples of scientific and technological contributions to communities, cultures and societies, including Montana American Indian examples		**Benchmark is addressed in grade 3**				
2. Describe how scientific inquiry has produced much knowledge about the world and a varietyof contributions toward understanding events and phenomenon within the universe		**A. Recognize that knowledge is gained through questioning and observations**	A. With guidance define a problem B. List questions to gain knowledge C. Record observations	**question, observe, knowledge**		
3. Describe science as a human endeavor and an ongoing process	A. Define five senses B. Practice discovering information using each of the senses	**A. Recognize that humans use their senses to learn about the natural world**	A. With guidance define problem B. Use senses to answer questions designed to solve problem/gain knowledge	**senses, sight, touch, taste, smell, hearing, natural world**		

Notes

Montana Full-Time Kindergarten Model Curriculum
Information Literacy/Library Media -- Revised 2007 - 2008 -- Effective Date August 2008

Content Standards

Content Standard 1. **A** student must identify the task and determine the resources needed.
Content Standard 2. A student must locate sources, use information and present findings.
Content Standard 3. A student must evaluate the product and learning process.
Content Standard 4. A student must use information safely, ethically and legally.
Content Standard 5. A student must pursue personal interests through literature and other creative expressions.

Information Literacy/Library Media Content Standard 1. A student must identify the task and determine the resources needed.

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
1. Define the problem		A .Identify the topic B. Recognize task-related vocabulary and keywords C. Recognize the problem or task D. Discuss the steps needed to solve the problem or task	A. Recognize the role of the librarian B. Use the library as a resource C. Tell the difference between fiction and nonfiction	**keyword, topic, resource, plan** atlas, author, check-out, dictionary, digital search, tools, diverse cultures, encyclopedia, fiction, illustrator, information, librarian, library, literature, media center, nonfiction, online, online search, problem	In Process	In Process
2. Identify the types of information needed		**A. Explore possible resources (print, non-print, digital, community resources)**	A. recognize that the library has information on a variety of subjects B. Seek information on subject of interest C. Recognize the library is a public resource	**print, non-print, digital, community resources, plan** retell, select, task, video, DVD, CD		
3. Choose from a range of resources	A. Locate School Library or Media Center	**A. Choose resources from a limited selection**	A. Demonstrate how to select, check-out and return library materials B. Exercise responsible use of media center, materials (equipment) C. Participate in teacher led activity using digital search tools to select library materials	**plan**		

Information Literacy/Library Media Content Standard 2. A student must locate sources, use information and present findings.						
Benchmark End of Grade 4	**Introduction**	**Essential Learning Expectation**	**Explore**	**Vocabulary**	**Assessment**	**Resources**
1. Locate a resource needed to solve the problem		**A. Recognize the library personnel** **B. Locate basic sections in the library (e.g., fiction, nonfiction, periodicals)**		**fiction, nonfiction, periodicals, biography, reference, Boolean/limiter, library catalog, database, call number, do** check-out, digital search tools, information, media center, select		
2. Evaluate resources		**A. Explore fiction and nonfiction resources**		**relevant, appropriate, detailed, current, authority, biased, do**		
3. Locate information within the source		**A. Discuss parts of a book (e.g., author, illustrator, spine, title page)** **B. View and listen for information**		**spine, spine label, author, illustrator, title page, copyright, table of contents, do**		
4. Extract information from resources needed to solve problems		**A. Demonstrate active listening** **B. Explore main ideas** **C. Recognize picture clues** **D. Listen and view for purpose** **E. Listen and identify relevant information (e.g., main idea, details)** **F. Retell key information** **G.Credit sources**		**skim, scan, guide words, captions, bold words, headings, active listening, main ideas, details, contextual clues, graphic organizer, do**		
5. Organize information to solve problems		**A. Sequence information**	A. Discuss problem/solution.	**sequence, do**		
6. Create a product that presents findings		**A. Design original work following established guidelines**		**do**		

Information Literacy/Library Media Content Standard 3. A student must evaluate the product and learning process.						
Benchmark End of Grade 4	**Introduction**	**Essential Learning Expectation**	**Explore**	**Vocabulary**	**Assessment**	**Resources**
1. Assess the quality of the product		**A. Compare product to criteria** **B. Reflect on final product** **C. Explore ideas for improvement of the product**		**review** diverse cultures, literature		
2. Describe the process		**A. Retell the steps that were used** **B. Discuss how well the process worked**		**review**		
Information Literacy/Library Media Content Standard 4. A student must use information safely, ethically and legally.						
Benchmark End of Grade 4	**Introduction**	**Essential Learning Expectation**	**Explore**	**Vocabulary**	**Assessment**	**Resources**
1. Legally obtain and use information		**A. Define ownership** **B. Discuss the concept of intellectual property** **C. Follow school guidelines for responsible use of information resources (e.g. acceptable use policy, checkout policies and library rules)** **D. Comply with district technology use policy**		**copyright, fair use, district technology use guidelines, plan, do** atlas, CDs, dictionary, DVD, encyclopedia, online, search, video		
2. Identify the owner of ideas and information		**A. Explore the owner of ideas and information** **B. Recognize that information comes from a source** **C. Credit sources (format book, person, digital resource)**		**author, illustrator, artist, composer, plan, do**		
3. Participate and collaborate in intellectual and social networks following safe and effective practices		**A. Interact appropriately in social situations (e.g., blended learning, etc.)** **B. Explain the need for Internet safety** **C. Explain appropriate online behavior**		**plan, do, blended learning, intellectual networks, social networks, .com, .edu, .org**		

Information Literacy/Library Media Content Standard 5. A student must pursue personal interests through literature and other creative expressions.						
Benchmark End of Grade 4	**Introduction**	**Essential Learning Expectation**	**Explore**	**Vocabulary**	**Assessment**	**Resources**
1. Use a variety of digital and print formats for pleasure and personal growth		**A. Locate personal interest print materials using call numbers** **B. Explore a variety of available resources related to interest**		**plan, do, review**		
2. Use a variety of genres for pleasure and personal growth		**A. Discover types of genres (e.g., fairy tales, folk tales, mysteries, etc.)** **B. Respond to materials from a variety of genres** **C. Explore award winning literature (e.g. Caldecott, Treasure State, etc.)** **D. Explore a variety of genres for pleasure**		**plan, do, review, genre, Caldecott Award, Treasure State Award, Newbery Award, Young Readers' Choice Award**		
3. Access and understand multiple resources from diverse cultures including Montana American Indians		**A. View and listen to available cultural resources (e.g., print, nonprint, database, online references, indexes, community)** **B. View and listen to a variety of cultural materials (including Montana American Indians)**		**plan, do, review**		
4. Access libraries to seek information for personal interest		**A. Explore community resources (e.g., school library, public library, college library, museum, community members, etc.)**		**plan, do, review, Inter-Library Loan (ILL), e-books**		

Montana Full-Time Kindergarten Model Curriculum
Technology -- Revised 2007-2008 -- Effective August 2008

Content Standards

Content Standard 1 - A student must use digital tools and resources for problem solving and decision making.
Content Standard 2 - A student must collaborate and communicate globally in a digital environment.
Content Standard 3 - A student must: apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes.
Content Standard 4 - A student must possess a functional understanding of technology concepts and operations.

Technology Content Standard 1. A student must use digital tools and resources for problem solving and decision making.

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
1. Identify and investigate a problem and generate possible solutions		**A. Identify a problem with teacher assistance** **B. Investigate the problem using digital tools (e.g., create a survey, collect data, research a question) with teacher assistance** **C. Generate possible solutions using digital tools with teacher assistance**	A. Observe, ask questions and contribute ideas in an independent or group activity using digital tools to organize information	**digital tools, data,** arrow keys, computer, delete, digital tools, input, internet, keyboard, monitor, mouse, online, return, space bar	Identify and investigate a problem and generate possible solutions.	In Process
2. Collect data and information using digital tools		**A. Give an example of data** **B. Collect data with a digital tool (e.g., digital thermometer, camera, probe, weather station, survey) with assistance** **C. Collect information using digital tools (e.g., Internet, microscopes, database, CD/DVD) with assistance**	A. Collect data with a digital tool in small groups or independently	**digital tools, data**	Collect data and information using digital tools.	

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
3. Organize collected data and information using a variety of digital tools		**A. Name possible categories to be used for sorting data** **B. Sort collected data using a digital tool (e.g., graphic organizer, spreadsheet, graphing software) with assistance** **C. Organize information using digital tools (e.g., graphic organizers, graphs, pictures) with assistance**	A. Sort information using a graph		Organize collected data and information using a variety of digital tools.	
4. Identify the accuracy, diversity, and point of view, including Montana American Indians, of digital information		**A. Recognize, with assistance, that information from digital sources may contain inaccuracies** **B. Use digital information that includes diverse perspectives, including information about Montana's American Indians**			Identify the accuracy of digital information. Identify the diversity and point of view of digital information.	
5. Share information ethically and note sources		***not applicable at this level***			Share information ethically and note sources.	

Technology Content Standard 2. A student must collaborate and communicate globally in a digital environment.						
Benchmark End of Grade 4	**Introduction**	**Essential Learning Expectation**	**Explore**	**Vocabulary**	**Assessment**	**Resources**
1. Identify and explore online collaboration and communication tools		**A. Experience online communication tools with teacher assistance (e.g., e-mail, VoIP, chat/IM)** **B. Participate in a whole class online collaboration project (e.g., class-to-class, Flat Stanley, author communication, pen pals)**	A. Create an original work using digital tools to communicate learning, tell a story, or explain a concept in a variety of curricular area B. Observe, ask questions and practice safe and responsible use of digital communication tools	**chat, IM, e-mail**	Identify and explore online collaboration and communication tools.	
2. Identify and explore safe, legal, and responsible use of digital collaboration and communication tools		**A. Discuss and follow district and school acceptable use policy** **B. Discuss Internet safety: identity protection, bullying prevention, password protection, and personal safety**		**Acceptable Use Policy (AUP)**	Identify and explore safe, legal, and responsible use of digital collaboration and communication tools.	
3. Communicate the results of research and learning with others using digital tools		**A. Observe and discuss digital presentations**		**digital presentation**	Communicate the results of research and learning with others using digital tools.	
4. Explore how technology has expanded the learning environment beyond the traditional classroom		**A. Establish a connection with others using a digital tool with assistance**			Explore how technology has expanded the learning environment beyond the traditional classroom.	

Technology Content Standard 3. A student must apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes.						
Benchmark End of Grade 4	**Introduction**	**Essential Learning Expectation**	**Explore**	**Vocabulary**	**Assessment**	**Resources**
1. Use digital tools for personal expression		**A. Use digital tools for personal expression (e.g., use a painting or graphics program to create a project)**	A. Create an original work using digital tools to communicate learning, tell a story, or explain a concept in a variety of curricular areas B. Demonstrate how to use digital tools for a variety of purposes	**digital tools**	Use digital tools for personal expression.	
2. Use various digital media to share information and tell stories		**A. Explore various tools to create a digital picture** **B. Create a picture using a digital tool** **C. Tell a story about the picture**		**digital tools, digital media**	Use various digital media to share information and tell stories.	
3. Use technology to discover connections between facts		**A. Use technology to discover facts with assistance**			Use technology to discover connections between facts.	
4. Understand ownership of digital media		**A. Label student's work with their own name**		**digital media, copyright**	Understand ownership of digital media.	
5. Use digital tools and skills to construct new personal understandings		**A. Identify digital tools**		**digital tools**	Use digital tools and skills to construct new personal understandings.	

Technology Content Standard 4. A student must possess a functional understanding of technology concepts and operations.						
Benchmark End of Grade 4	**Introduction**	**Essential Learning Expectation**	**Explore**	**Vocabulary**	**Assessment**	**Resources**
1. Show skills needed to use communication, information and processing technologies		**A. Define and clarify the limitations of various media resources of the Fair Use Guidelines of the U.S. Copyright Law as it pertains to student projects.** **B. Compare and contrast student options and choices regarding copyright of digital media**	A. Launch, use, quit/close application B. Navigate the screen >navigate in virtual environments such as electronic books, educational games/software and appropriate sites > demonstrate how to use digital tools for a variety of purposes > communicate using appropriate terminology regarding current technologies	**digital tools, power buttons, mouse, screen, keyboard, software, hardware**	Operate productivity tools (software). Use digital equipment effectively (hardware).	
2. Use appropriate terminology when communicating about current technology		**A. Use appropriate vocabulary when communicating about current technology**	Navigate the screen	**digital tools, mouse, monitor, keyboard, cursor, online, e-mail, chat, IM (instant messaging), texting, acceptable use, wiki, blog**	Use appropriate terminology when communicating about current technology.	
3. Transfer current knowledge to learning of new technology skills		**A. Apply prior knowledge when learning different digital tools**	A. Navigate in virtual environments such as electronic books, educational games/software and appropriate sites	**digital tools**	Transfer current knowledge to learning of new technology skills.	

Notes

Montana Full-Time Kindergarten Model Curriculum

Reading -- Adopted 1998 -- Under Revision 2008-2009 -- Proposed Effective Date for New Standards September 2009

Content Standards

Content Standard 1—Construct meaning as students comprehend, interpret, and respond to what they read.
Content Standard 2—Apply a range of skills and strategies to read.
Content Standard 3—Set goals, monitor, and evaluate their progress in reading.
Content Standard 4—Select, read, and respond to print and non-print material for a variety of purposes.
Content Standard 5—Gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.

Reading Content Standard 1. Construct meaning as students comprehend, interpret and respond to what they read.

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
1. Make predictions and connections between new material and previous information/experiences		**A. Listen to and retell a story**	A. Tell a story from the illustrations B. Make connections to self C. Make story-to-story connections D. Identify cause and effect E. Make a prediction F. Identify beginning, middle and end of a known story. G. Retell key events H. Identify beginning-middle-end of a known story I. Sequence a story J. Tell the main idea of a story	alphabet, author, beginning, character, consonant, cover, end, fiction, front, illustration, illustrator, left, letter, lowercase medial, middle, nonfiction, onset-rime, period, phoneme, prediction, rhyme, right, segment, sentence, sequence setting, sound, syllable, vowel, title, word, uppercase	In Process	In Process
2. Incorporate new print/ non-print information into existing knowledge to draw conclusions and make application						
3. Provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material						
4. Demonstrate basic understanding of main ideas and some supporting details						

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
5. Accurately retell key elements of appropriate reading material						
Reading Content Standard 2. Apply a range of skills and strategies to read.						
Benchmark End of Grade 4	**Introduction**	**Essential Learning Expectation**	**Explore**	**Vocabulary**	**Assessment**	**Resources**
1. Decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand reading material		**A. Identify/ generate rhyming words** **B. Recognize and produce sounds for upper and lowercase letters** **C. Name upper and lowercase letters** **D. Demonstrate 1-1 correspondence (letter to sound and word to word)** **E. Read high frequency words**	A. Recite alphabet B. Track left to right with return sweep C. Match upper to lowercase letters A. Discriminate letters, words and sentences B. Recognize and produce long and short vowel sounds C. Verbally segment CVC words into phonemes D. Blend phonemes into words E. Read CVC words A. Demonstrate fluency when reading CVC words B. Decode CVC words C. Name characters in a story D. Discuss attributes of a character E. Identify setting of a known story F. Identify literary devices (pattern, cumulative, rhyming, predictable books) G. Employ meaning of punctuation H. Identify elements of a known story	1-1 correspondence, alphabet, consonant, final, fluency initial, letter, lowercase, medial, setting, sound, uppercase, vowel		

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
2. Demonstrate understanding of literary elements (e.g., plot, character, setting, problem, solution)			I. Name and explain parts of a book (title, author, illustrator, spine, cover, title page) J. Use picture clues, text, and prior knowledge to determine meaning K. Identify unknown words L. Explain vocabulary through known experiences			
3. Identify literary devices (e.g., figurative language and exaggeration)			M.Use context to explain new vocabulary N. Develop sight word fluency of 30 words (minimum) O. Use picture, meaning and structure cues to read fluently P. Apply skills and strategies to read			
4. Use features and organization of fiction and nonfiction material to comprehend complex material (e.g., paragraphs, chapter, titles, indexes, table of contents, graphs, charts, visuals)						
5. Adjust fluency, rate, and style of reading to the purpose of the material with guidance						

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
6. Develop vocabulary through the use of context clues, analysis of work parts, auditory clues, and references sources (e.g., dictionary, thesaurus, glossary)						
Reading Content Standard 3. Set goals, monitor and evaluate their progress in reading.						
Benchmark End of Grade 4	**Introduction**	**Essential Learning Expectation**	**Explore**	**Vocabulary**	**Assessment**	**Resources**
1. Articulate strategies used to self-monitor reading progress and to overcome reading difficulties with guidance from the teacher			A. Use context to make sense B. Check beginning and ending sounds to match to what is read C. Make self corrections D. Explain strategies used E. Identify strengths F. Identify needs G. Set short-term goals			
2. Describe reading successes and set reading goals						
3. Select authors, subjects, and print and non-print material to share with others						

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
Reading Content Standard 4. Select, read and respond to print and non-print material for a variety of purposes.						
1. Identify a variety of purposes for reading (e.g., personal satisfaction, lifelong reading habits)		**A. Respond to literature in a variety of ways (illustrations, drama, movement, innovation or discussion)**	A. Explore a variety of literary materials at different reading levels B. Read and listen to a variety of literary materials C. Identify the purpose of reading material (recipe, dictionary, grocery list, fiction/nonfiction, recreational) D. Self-select appropriate book E. Explore and discuss a variety of genres (poetry, fairy tales, non-fiction, fiction, biography, legends) F. Compare/contrast materials within and between a genre G. Participate in group reading experiences H. Participate in choral and guided reading	author, beginning-middle-end, character, fiction, illustration, illustrator, nonfiction, prediction, sequence, setting		
2. Solve a problem or answer a question through reading (e.g., sign, labels, instruction)						
3. Perform tasks for a variety of purposes by reading (e.g., recipes, directions, schedules, maps, tables, charts)						
4. Read and provide oral, written, and/or artistic responses to diverse perspectives, cultures, and issues in traditional and contemporary literature						

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
5. Read a variety of sources to demonstrate an understanding of current events (e.g., newspapers, magazine)						
6. Read and interpret information from a variety of documents and sources (e.g., memos, dictionaries, maps, tables, schedules, as well as other technological material)						
Reading Content Standard 5. Gather, analyze, synthesize and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.						
Benchmark End of Grade 4	**Introduction**	**Essential Learning Expectation**	**Explore**	**Vocabulary**	**Assessment**	**Resources**
1. Identify and summarize similarities and differences using a single element such as character within a text and between sources of information						
2. Make connections, integrate, and organize information from multiple sources						
3. Recognize authors' points of view						
4. Distinguish fact from opinion in various print and non-print material						

Montana Full-Time Kindergarten Model Curriculum

Writing -- Adopted 1999 -- Under Revision 2008-2009 -- Proposed Effective Date for New Standards September 2009

Content Standards

Content Standard 1—Write clearly and effectively.
Content Standard 2—Apply a range of skills and strategies in the writing process.
Content Standard 3—Evaluate and reflect on their growth as writers.
Content Standard 4—Write for a variety of purposes and audiences.
Content Standard 5—Recognize the structures of various forms and apply these characteristics to their own writing.
Content Standard 6—Use the inquiry process, problem-solving strategies, and resources to synthesize and communicate information.

Writing Content Standard 1. Write clearly and effectively.

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
1. Organize text in paragraphs with clear beginning, middle and end		**A. Write first name**	A. Represent spoken sounds B. Writes letters by hearing the sounds C. Write a simple sentence D. Write first and last name E. Writes a story using scribble, letter like forms, letter strings (random), inventive spelling, or conventional spelling F. Read written work to an audience G. Write left to right H. Write top to bottom I. Write daily for a variety of purposes	above, alphabet, author, back, beginning, below, between, capital letter, comma, end, exclamation mark, fiction, front cover, illustrator, letter/s, lowercase, middle, name (first/last), nonfiction, period, plan, question mark, quotation mark,sentence, space, spine, title, title page, uppercase/word	In Process	In Process
2. Develop a main idea through some supporting details			J. Explain and use period K. Explain and use question mark L. Explain and use exclamation point M. Use word spacing N. Explain and use comma and quotation mark with teacher support			
3. Demonstrate awareness of personal voice, sentence structure and word choice						
4. Apply conventions of standard written English (e.g., spelling, punctuation, usage) appropriate for grade level and purpose						

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
Writing Content Standard 2. Apply a range of skills and strategies in the writing process.						
1. Plan writing by generating and organizing ideas and by considering purpose and audience			A. With assistance, > plan > draft > edit > revise > publish			
2. Write a draft that captures and organizes ideas						
3. Revise writing at the word, sentence and paragraph levels using feedback and guidance from others						
4. Edit, with assistance, by correcting errors (e.g., grammar, capitalization, punctuation, spelling, usage)						
5. Share/publish a legible final product						
Writing Content Standard 3. Evaluate and reflect on their growth as writers.						
Benchmark End of Grade 4	**Introduction**	**Essential Learning Expectation**	**Explore**	**Vocabulary**	**Assessment**	**Resources**
1. Set goals and become aware of successes in their own and others' writing			A. Read own writing to an audience B. Discuss responses to writing			
2. Share writing with others, listen to responses, ask questions and offer positive comments to others						
3. Identify their strengths as writers						

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
Writing Content Standard 4. Write for a variety of purposes and audiences.						
1. Identify the purpose for their writing and write appropriately			A. Discuss a variety of purposes for writing (grocery list, poem, note to a friend, address, thank you) B. Practice writing for a variety of purposes			
2. Choose audiences (e.g., self, peers, adults) appropriate to purposes and topics						
3. Experience writing in different genres (e.g., descriptive writing)						
Writing Content Standard 5. Recognize the structures of various forms and apply these characteristics to their own writing.						
Benchmark End of Grade 4	**Introduction**	**Essential Learning Expectation**	**Explore**	**Vocabulary**	**Assessment**	**Resources**
1. Identify the characteristics of different forms (poetry, fiction, nonfiction, technical, simple report)						
2. Write using characteristics of different forms						

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
Writing Content Standard 6. Use the inquiry process, problem-solving strategies and resources to synthesize and communicate information.						
1. Pose questions or identify problems						
2. Use selected technologies and information sources						
3. Identify explanations or solutions, and draw a conclusion based on the information						
4. Share information in appropriate ways for intended audiences						

Montana Full-Time Kindergarten Model Curriculum

Media Literacy -- Adopted 1999 -- Under Revision 2008-2009 -- Proposed Effective Date for New Standards September 2009

Content Standards

Content Standard 1—Recognize that media messages are constructed using specific techniques which manipulate sound, image, text and movement to convey meaning.
Content Standard 2—Distinguish among and use appropriate types of media for a variety of purposes.
Content Standard 3—Apply knowledge, skills and strategies to design and create media messages.
Content Standard 4—Identify, analyze and evaluate the impacts of media on individuals and societies.

Media Literacy Content Standard 1. Recognize that media messages are constructed using specific techniques which manipulate sound, image, text and movement to convey meaning.

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
1. Recognize that media messages are constructed for specific purposes (e.g., entertain, persuade, inform)			A. Compare a wide variety of media resources, > digital technology > text >audio	advertisement, audio (radio), billboard, CD, digital, digital technologies (internet, CD, DVD), electronic, e-mail, history,	In Process	In Process Kid friendly Web site: yahooligan.com teachertube.com District Library Links
				Internet, media messages, message, multi media, readerboard, technological, TV/television, text , (books, magazines, newspapers), Web site		

Media Literacy Content Standard 2. Distinguish among and use appropriate types of media for a variety of purposes.

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
1. Recognize and use various media for information, entertainment and persuasion			A. Recognize that media carry messages and have different purposes B. Recognize that media change through history (movies, print, billboards, music)	billboard history media message		
2. Identify the way media have changed through history						

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
Media Literacy Content Standard 3. Apply knowledge, skills and strategies to design and create media messages.						
1. Create age appropriate media message (e.g., skits, videos, advertisements)			A. Create media messages in various formats with teacher support B. Discuss likes/dislikes for media messages	billboards, dislike, e-mail, identify, media, message, Web site		
2. Identify strengths and weaknesses for personal media messages						
Media Literacy Content Standard 4. Identify, analyze and evaluate the impacts of media on individuals and societies.						
Benchmark End of Grade 4	**Introduction**	**Essential Learning Expectation**	**Explore**	**Vocabulary**	**Assessment**	**Resources**
1. Recognize that rules and laws exist to govern the use of all media and respond appropriately			A. Discuss that media products belong (represent views, thoughts and legal issues) to the people that created them B. Identify similarities and differences between real life and life depicted in the media C. Discuss the media and advertising	copyright, media products, plagerism		Talent's Unlimited (many, varied and unusual) www.sharing success.org www.eric.ed.gov
2. Identify fact, fiction and opinion in various media messages						
3. Recognize that all media influence individuals and society						

Montana Full-Time Kindergarten Model Curriculum

Literature -- Adopted 1999 -- Under Revision 2008-2009 -- Proposed Effective Date for New Standards September 2009

Content Standards

Content Standard 1—Construct meaning as they comprehend, interpret, analyze, and respond to literary works.
Content Standard 2—Recognize and evaluate how language, literary devices, and elements contribute to the meaning and impact of literary works.
Content Standard 3—Reflect upon their literary experiences and purposefully select from a range of works.
Content Standard 4—Interact with print and non-print literary works from various cultures, ethnic groups, traditional and contemporary viewpoints written by both genders.
Content Standard 5—Use literary works to enrich personal experiences and to connect to the broader world of ideas, concepts and issues.

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
Literature Content Standard 1. Construct meaning as they comprehend, interpret, analyze and respond to literary works.						
1. Make predictions and connections between literary works and previous information/experiences			A. Explain the word emotions (feelings) B. Identify/explain own emotions C. Connect own emotions to literary materials D. Identify emotions in a literary work	American Indian, author, character , compare, contemporary, culture, emotions, events, feelings, historical, identify, illustrator, main idea, plot, prediction, problem, retell, select, sequence, setting, solution, traditional, vocabulary	In Process	In Process
2. Identify main ideas and some supporting details of literary works						
3. Retell key events of literary works in sequence						
4. Make connections and comparisons of literary elements within and between works						
5. Make, confirm or revise predictions based on the literary works						

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
6. Respond personally to ideas and feelings generated by literary works						
Literature Content Standard 2. Recognize and evaluate how language, literary devices and elements contribute to the meaning and impact of literary works.						
Benchmark End of Grade 4	**Introduction**	**Essential Learning Expectation**	**Explore**	**Vocabulary**	**Assessment**	**Resources**
1. Identify literary devices (e.g., figurative language, exaggeration)			A. Define problem B. Listen to literary piece and identify problem C. Define solution D. Listen to literary piece and identify the solution E. Define plot F. Listen to literary piece and identify plot G. Explain problem, solution, plot	literary piece, plot, problem, retell, solution		
2. Demonstrate an understanding of literary elements (e.g., plot, character, setting, problem solving)						
3. Increase vocabulary through the use of context clues and references sources (e.g., dictionary, thesaurus, glossary) to understand literary works						
4. Identify how language, literary devices and forms contribute to the meaning of literary works						

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
Literature Content Standard 3. Reflect upon literary experiences and purposefully select from a range of works.						
1. Select a variety of literary works for purpose of discovery, appreciation and enjoyment		**Listen to and retell several literary pieces.**	A. Identify works of single author B. Identify a favorite author C. Discuss works of illustrators D. Identify works of an illustrator E. Identify favorite illustrator F. Select favorite literary pieces	author, illustrator, retell, select	Sample or Dramatization	
2. Select print/non-print works based upon reflection of prior literary experience (e.g., author, subject, theme, genre)						
3. Demonstrate the understanding that the purposes of experiencing literary works include personal satisfaction and the development of lifelong literature appreciation						

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
Literature Content Standard 4. Interact with print and non-print literary works from various cultures, ethnic groups, traditional and contemporary viewpoints written by both genders.						
1. Select, read, listen to and view a variety of literary works		**Listen to and retell (Montana) American Indian Literature.** **Listen to and retell literature from diverse cultures.**	A. Identify diverse cultures in literature > historical > traditional > contemporary	American Indian, contemporary, diverse cultures, historical, identify, literature, retell, traditional	Participation in group discussion Student interview	Links: Indian Education for All (IEFA) OYATE.com
2. Respond to traditional and contemporary works representing diverse perspectives, cultures and issues (e.g., American Indian works)						
3. Create and share responses to literary works through the application of technology, speaking, writing and visual and performing arts (e.g., discuss, write, move, design, compose, sing)						

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
Literature Content Standard 5. Use literary works to enrich personal experiences and to connect to the broader world of ideas, concepts and issues.						
1. Identify how culture, ideas and issues influence literary works			A. discuss culture B. Identify classroom/school culture C. Discuss and compare to personal experiences outside the school culture D. Discuss culture in a literary work E. Compare own culture to a culture in literature	compete, culture		
2. Compare one's culture to the culture portrayed in a literary work						
3. Make associations between ideas expressed in literary works and personal experiences						

Notes

Montana Full-Time Kindergarten Model Curriculum

Listening and Speaking -- Adopted 1999 -- Under Revision 2008-2009 -- Proposed Effective Date for New Standards September 2009

Content Standards

Content Standard 1—Demonstrate knowledge and understanding of the communication process.
Content Standard 2—Distinguish among and use appropriate types of speaking and listening for a variety of purposes.
Content Standard 3—Apply a range of skills and strategies to speaking and listening.
Content Standard 4—Identify, analyze, and evaluate the impacts of effective speaking and evaluative listening.

Listening and Speaking Content Standard 1. Demonstrate knowledge and understanding of the communication process.

Benchmark End of Grade 4	Introduction	Essential Learning Expectations	Explore	Vocabulary	Assessment	Resources
1. Recognize the important role of speaking and listening in daily life		**Demonstrate appropriate listening body (eyes on speaker, hands in lap, quiet mouth)** **Participate in a reciprocal conversation**		conversation, direction, listen, nursery rhyme, question, reciprocal, recite, rhyme, sentence	In Process	In Process
2. Identify oneself in various roles in the communication process and recognize the shared communication responsibilities of the speaker and the listener						

Benchmark End of Grade 4	Introduction	Essential Learning Expectations	Explore	Vocabulary	Assessment	Resources
Listening and Speaking Content Standard 2. Distinguish among and use appropriate types of speaking and listening for a variety of purposes.						
1. Recognize the techniques of listening in a variety of situations (e.g., focusing attention, reflecting, interpreting, analyzing, responding to messages)		**Follow a three-step direction** **Recite familiar nursery rhymes, finger plays, songs**		direction, nursery, recite, rhyme		
2. Demonstrate appropriate speaking and listening behaviors in communicating with peers and others in formal and informal classroom situations						
3. Speak and listen effectively for a range of purposes (e.g., reading aloud and listening to oral reading, sharing and listening to personal experiences, presenting and listening to oral reports, clearly giving and understanding directions and instructions)						
4. Identify and appropriately use different types of presentations (e.g., storytelling, narrative, description)						
5. Identify and use different types of listening appropriate to the listening situation (e.g., casual, appreciative, attentive)						

Benchmark End of Grade 4	Introduction	Essential Learning Expectations	Explore	Vocabulary	Assessment	Resources
Listening and Speaking Content Standard 3. Apply a range of skills and strategies to speaking and listening.						
1. Communicate in a focused and organized manner		**Speak in complete sentences**	A. Select and use verbal language to convey intended meaning appropriate to the situation B. Distinguish between a question and a statement C. Repeat personal experiences D. Discriminate and respond appropriately to other's body language, voice intonation and facial expressions	appropriate, body language, complete sentences, facial expression, question, respond, statement, voice intonation		
2. Select and use appropriate verbal language to convey intended meaning						
3. Identify and begin to use appropriate verbal and nonverbal skills to enhance presentation and manage communication anxiety						
4. Monitor understanding by identifying and using strategies (e.g., asking relevant questions and restating information)						
5. Distinguish new from familiar material and significant from insignificant information						

Benchmark End of Grade 4	Introduction	Essential Learning Expectations	Explore	Vocabulary	Assessment	Resources
6. Draw connection between one's experiences, information and insights, and experiences communicated by others						
7. Identify characteristics of enjoyable listening experiences by examining rhythm in music and visualization of images						
8. Identify, anticipate and manage barriers to listening						
Listening and Speaking Content Standard 4. Students identify, analyze and evaluate the impacts of effective speaking and evaluative listening.						
Benchmark End of Grade 4	**Introduction**	**Essential Learning Expectations**	**Explore**	**Vocabulary**	**Assessment**	**Resources**
1. Identify the characteristics of effective speaking and listening		**Show respect for the feelings and values of others when speaking and listening**	A. Use a variety of appropriate voice levels (whisper, inside voice, outside voice)	appropriate, listening, reflect, speaking, whisper		
2. Reflect on one's effectiveness as speakers and as listeners, and set personal goals						

Montana Full-Time Kindergarten Model Curriculum
Art -- Adopted 2000

Content Standards

Content Standard 1---Create, perform/exhibit and respond in the Arts.
Content Standard 2---Apply and describe the content, structures and processes in the Arts.
Content Standard 3---Develop and refine arts skills and techniques to express ideas, pose and solve problems and discover meaning.
Content Standard 4---Analyze characteristics and merits of their work and the work of others.
Content Standard 5---Understand the role of Arts in society, diverse cultures and historical periods.
Content Standard 6---Make connections among the Arts, other subject areas, life and work.

Art Content Standard 1. Create, perform/exhibit and respond in the Arts.

Benchmark End of Grade 4	Introduction	Essential Learning Expectations	Explore	Vocabulary	Assessment	Resources
1. Identify their own ideas and images based on themes, symbols, events and personal experiences	A. Participates in, reacts to and uses a wide range of dance (movement, time, space, energy, body) B. Participate in, reacts to a wide range of elements of drama (character, setting, plot, dialogue, audience, stage craft) C. Participates in, reacts to and uses a wide range of elements of music (harmony, melody, dynamics, rhythm) D. Participate in, reacts to and uses a wide range of elements of the visual arts (line, shape, form, value, texture, color, space)	**A. Produce artworks that emphasize process as well as product**	A. Present own creative work (theatre/drama, dance, music or visual art) B. Participate in individual and group performance C. Collaborate with others in creative process D. Name and experience folk, traditional and self-invented dance/movement of many countries/themes E. Participates in, reacts to and uses a wide range of sounds, music, rhythm	audience, appropriate, balance, behavior, career, character, color, comedy, contemporary, dance, dialogue, drama, emotion, entertainment ethnic, exhibit, expression (in art), fairy tale, folk, form, historical, line, melody, movement, music, pattern, performance, popular, process, product, rhythm, setting, shape, social, space, texture, theatre, traditional, visual arts	In Process	In Process
2. Use a variety of materials and sources to experiment with an art form						

Benchmark End of Grade 4	Introduction	Essential Learning Expectations	Explore	Vocabulary	Assessment	Resources
3. Present their own work and works of others						
4. Collaborate with others in the creative process						
5. Describe how a variety of materials, techniques and processes cause different responses						
Art Content Standard 2. Apply and describe the concepts, structures, and processes in the Arts.						
Benchmark End of Grade 4	**Introduction**	**Essential Learning Expectations**	**Explore**	**Vocabulary**	**Assessment**	**Resources**
1. COMPOSITION-- **Dance:** apply the elements of space (shape, level, path in space, pattern, form), time (duration, rhythm, and energy (movement quality) to compose dance phrases **Music:** apply the elements of rhythm, melody, harmony, timbre/tone color, and form **Theatre:** apply the elements of plot, character and setting **Visual Arts:** apply the elements of line, shape, form, color, space, value, and texture to compose works of art and the principals of design-pattern, balance, contrast, rhythm, proportion, economy, movement, dominance	A. Present own creative work (theatre/drama, dance, music, or visual art) B. Participate in individual and group performances C. Participate in traditional and self-invented dance/ movement		A. Compare and contrast a variety of contemporary, historical and cultural artists including American Indian B. Name and demonstrate folk, traditional and self-invented dance/movement of many countries/themes	comedy, dance, drama, emotion, entertainment, ethnic, exhibit, folk, music, performance, popular, social, theatre, visual arts		

Benchmark End of Grade 4	Introduction	Essential Learning Expectations	Explore	Vocabulary	Assessment	Resources
2. TECHNIQUES-- **Dance:** identify and apply the techniques of body awareness (e.g., control, flexibility, dynamics, expression, musicality) in class and performance **Music:** identify and apply the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation and improvisation						
Art Content Standard 3. Develop and refine arts skills and techniques to express ideas, pose and solve problems and discover meaning.						
Benchmark End of Grade 4	**Introduction**	**Essential Learning Expectations**	**Explore**	**Vocabulary**	**Assessment**	**Resources**
1. Use art materials, techniques, technologies, and processes to create general responses	A. Talk about emotion in art work	**A. Produce artworks that emphasize process as well as product**	A. Participate in individual and group performances B. Describe emotion in others' art C. Describe emotion in own art	emotion, performance		
2. Communicate meaning through the art forms from selected subject matter						
3. Explore potential solutions to a given problem through the Arts						
4. Use technical skills **Dance**--perform movements and rhythm patterns **Music**--sing and play music using dynamics, phrasing and interpretation **Theatre**--use mind, voice and body to create characters and tell stories **Visual Arts**--create works of art with content that is consistent with media possibilities						

Benchmark End of Grade 4	Introduction	Essential Learning Expectations	Explore	Vocabulary	Assessment	Resources
5. Identify and use an appropriate symbol system **Dance**--use dance elements (space, time, energy) to discuss movement and produce movements demonstrated and/or described in words **Music**--use standard symbols to identify meter, rhythm, pitch, and dynamics **Theatre**--recognize and use stage direction **Visual Arts**--recognize and use symbol language appropriate to media used to create works of art						
Art Content Standard 4. Analyze characteristics and merits of their work and the work of others.						
Benchmark End of Grade 4	**Introduction**	**Essential Learning Expectations**	**Explore**	**Vocabulary**	**Assessment**	**Resources**
1. Use vocabulary of the discipline to describe a variety of works of art	A. Present own creative work (theatre/drama, dance, music, or visual art) B. Discuss own creative work as well as that of peers and others C. Participate in individual and group performances D. Teacher guided discussion of creative works (relate to classroom pieces)					
2. Describe personal works to others						
3. Devise criteria for evaluation						

Benchmark End of Grade 4	Introduction	Essential Learning Expectations	Explore	Vocabulary	Assessment	Resources
4. Recognize a variety of different responses to specific works of art						
Art Content Standard 5. Understand the role of the Arts in society, diverse cultures and historical periods.						
Benchmark End of Grade 4	**Introduction**	**Essential Learning Expectations**	**Explore**	**Vocabulary**	**Assessment**	**Resources**
1. Recognize ways in which the Arts have both a historical and distinctive relationship to various cultures (e.g., American Indian) and media of expression	A. Identify/define audience B. Demonstrate appropriate audience behavior for the context C. Compare and contrast pieces of art with guidance		A. Compare and contrast a variety of contemporary, historical artists including American Indian B. Describe emotion expressed in others' art C. Express emotion through own art			
2. Identify and describe specific works of art belonging to particular cultures, times and places						
3. Recognize various reasons for creating works of art						
4. Recognize common emotions, experiences and expressions in art						
5. Demonstrate appropriate audience behavior for the context and style of art presented						
6. Explore their own culture as reflected through the arts						

Benchmark End of Grade 4	Introduction	Essential Learning Expectations	Explore	Vocabulary	Assessment	Resources
Art Content Standard 6. Make connections among the Arts, other subject areas, life and work.						
1. Identify similarities and differences in the meanings of common terms/elements used in the various Arts	A. Name a variety of careers in the arts B. Visit museum/theatre, or host local artist C. Explain jobs/careers D. Use socio-dramatic play to reflect understanding of the world around them		A. Use the arts to express ideas and understandings across curricular areas B. Describe emotion expressed in other art C. Describe emotion expressed through own art			
2. Identify interrelated elements among the Arts and other subject areas						
3. Identify the role of the Arts in the world of work						
4. Identify how art reflects life						

Montana Full-Time Kindergarten Model Curriculum
Health Enhancement -- Adopted 1999

Content Standards

Content Standard 1---Have a basic knowledge and understanding of concepts that promote comprehensive health.
Content Standard 2---Demonstrate competency in a variety of movement forms.
Content Standard 3---Apply movement concepts and principles while learning and developing motor skills.
Content Standard 4---Achieve and maintain a challenging level of health-related physical fitness.
Content Standard 5---Demonstrate the ability to use critical thinking and decision making to enhance health.
Content Standard 6---Demonstrate interpersonal communication skills to enhance health.
Content Standard 7---Demonstrate health-enhancing behaviors.

Health Enhancement Content Standard 1. Have a basic knowledge and understanding of concepts that promote comprehensive health.

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
1. Describe relationships between personal health behaviors and individual well-being	A. Identify personal health enhancing strategies for safety skills B. Name body parts (chin, elbow, wrist) C. Identify personal health enhancing strategies for illness prevention D. Identify personal health enhancing strategies for nutrition and exercise E. Identify personal health enhancing strategies for personal hygiene F. Identify personal health enhancing strategies for water safety G. Identify personal health enhancing strategies for household safety H. Identify personal health enhancing strategies for bike safety I. Identify personal health enhancing strategies for emotional health J. Identify personal health enhancing strategies for pedestrian safety K. Identify personal health enhancing strategies for car safety	**A. Participate in American Indian games. (Indian Education for All)**		add, bounce, calendar, catch, communicate, crawl, date, emotions, exercise, gallop, graph, greater than, health, height, jump, length, less than month, number, nutrition, participate, pattern, positional concepts (behind, beside, between, above, below, around, under), run, ruler, shape, skip, subtract, temperature, thermometer, throw, time, week, weight, year	In Process	Link to: Indian Education for All (IEFA) In Process

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
2. Describe the basic structure and function of the major human body systems, emphasizing growth and development	L. Identify personal health enhancing strategies for emergency procedures (fire drill, earthquake, tornado, lockdown) M. Identify personal health enhancing strategies for personal safety N. Identify personal health enhancing strategies for safe use of school equipment					
3. Identify common health problems (e.g., eyes, ears, teeth, skin) that should be detected and treated early						
4. Identify personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including HIV/AIDS prevention, and stress management						
5. Identify the potential sources of environmental hazards.						

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
Health Enhancement Content Standard 2. Demonstrate competency in a variety of movement forms.						
1. Demonstrate mature form in all locomotion patterns and selected manipulative and non-locomotor skills		**A. Cross mid-line using upper and lower body** **B. Demonstrate fine motor skills with appropriate grasp and control of learning tools (crayons, pencils, scissors, glue)** **C. Demonstrate gross motor skills with control: crawl, run, hop, jump, catch, throw, bounce, skip, gallop**	A. Participate in rhythm activities, creative movement and games	bounce, catch, crawl, gallop, jump, run, skip, throw		
2. Combine movement skills in applied and dynamic settings or lead-up games						
3. Acquire skills including perceptual, motor, and rhythm						

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
Health Enhancement Content Standard 3. Apply movement concepts and principles while learning and developing motor skills.						
Health Enhancement Content Standard 4. Achieve and maintain a challenging level of health-related physical fitness.						
Benchmark End of Grade 4	**Introduction**	**Essential Learning Expectation**	**Explore**	**Vocabulary**	**Assessment**	**Resources**
1. Participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness	A. Identify personal health enhancing strategies for nutrition and exercise B. Identify personal health enhancing strategies for illness prevention C. Identify personal health enhancing strategies for personal hygiene D. Identify personal health enhancing strategies for emotional health	**A. Regularly participate in physical activity**	A. Demonstrate an awareness of own body control in group activities and be respectful of personal space and boundaries	exercise, nutrition, participate		
2. Identify each component of health-related physical fitness						
3. Associate each health-related physical fitness component to the improvement of personal health						
4. Demonstrate individual progress toward each component of health-related physical fitness						

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
Health Enhancement Content Standard 5. Demonstrate the ability to use critical thinking and decision-making to enhance health.						
Health Enhancement Content Standard 6. Demonstrate interpersonal communication skills to enhance health.						
Benchmark End of Grade 4	**Introduction**	**Essential Learning Expectation**	**Explore**	**Vocabulary**	**Assessment**	**Resources**
1. Describe characteristics needed to be a responsible friend and family member.				communicate, emotions, healthy		
2. Demonstrate ways to communicate care, consideration, and respect of self and others	A. Demonstrate ways to communicate care, consideration of others					
3. Demonstrate healthy ways to express needs, wants, and feelings	A. Identify emotions of self and others B. Demonstrate healthy ways to express needs, wants and feelings					
4. Demonstrate refusal skills						
5. Demonstrate active listening skills						
6. Demonstrate nonviolent strategies to resolve conflicts						

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
Health Enhancement Content Standard 7. Demonstrate health-enhancing behaviors.						
1. Interact with friends and others through participation	A. Use tissue B. Hand washing C. Cover cough D. Self-toileting skills	**A. Interact with friends and others through participation** **B. Demonstrate strategies to improve or maintain personal health**				
2. Use physical activity as a means of self-expression						
3. Experience enjoyment through physical activity						
4. Regularly participate in physical activity						

Montana Full-Time Kindergarten Model Curriculum
Social Studies -- Adopted 2000

Content Standards

Content Standard 1—Access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.
Content Standard 2—Analyze how people create and change structures of power, authority and governance to understand the operation of government and to demonstrate civic responsibility.
Content Standard 3—Apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement and regions).
Content Standard 4—Demonstrate an understanding of the effects of time, continuity and change on historical and future perspectives and relationships.
Content Standard 5—Make informed decisions based on an understanding of the economic principles of production, distribution, exchange and consumption.
Content Standard 6—Demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

Social Studies Content Standard 1. Access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
1. Identify and practice the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process)			A. Practice the steps of the inquiry process with teacher support (identify a problem, gather information, identify a solution) B. Practice basic group decision making (playground, classroom rules) C. Recognize role of self and others in family, school and community	alike, American Indian, calendar, cardinal directions, career, community, compass rose, culture, current, day, diversity, drill, east, emergency event, flag, globe, holiday, influence, job, key, map, month, north, procedure, recycle, reservation,	In Process	In Process
2. Evaluate information quality (e.g., accuracy, relevance, fact or fiction)				roles, similar, south, state, symbol, timeline, tradition, tribal, tribe, west, year		
3. Use information to support statements and practice basic group decision making strategies in real world situations (e.g., class elections, playground and classroom rules, recycling projects, school stores)						

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
Social Studies Content Standard 2. Analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.						
1. Explain the purpose and various levels of government		**A. Demonstrate how and when to use 911 and other resources for emergency situations** **B. Tell full name, address, telephone number and/or parent/guardian name** **C. Demonstrate emergency procedures** **D. Demonstrate earthquake, fire drill, lockdown, tornado procedures**	A. Recognize roles of self and others > family >school >community	bullets, community, drill, earthquake, emergency role, fire drill, lockdown, procedure, roles, tornado		
2. Recognize local, state, tribal and federal governments and identify representative leaders at these levels (e.g., mayor, governor, chairperson, president)						
3. Identify the major responsibilities of local, state, tribal and federal government						
4. Explain how governments provide for needs and wants of people by establishing order and security and managing conflict						
5. Identify and explain the individual's responsibilities to family, peers and the community, including the need for civility, respect for diversity and the rights of others						

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
6. Describe factors that cause conflict and contribute to cooperation among individuals and groups (e.g., playground issues, misunderstanding, listening skills, taking turns)						
7. Explore the role of technology in communication, transportation information processing or other areas as it contributes to or helps resolve problems						
Social Studies Content Standard 3. Apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).						
Benchmark End of Grade 4	**Introduction**	**Essential Learning Expectation**	**Explore**	**Vocabulary**	**Assessment**	**Resources**
1. Identify and use various representations of the Earth (e.g., maps, globes, photographs, latitude and longitude, scale)	A. Create a simple map (classroom, bedroom, playground) with paper/pencil and/or concrete materials B. Identify and distinguish seasons	**A. Demonstrate responsibility for the school environment**	A. Describe ways in which people interact with physical environment B. Explain that a globe is a model of the earth and a representation of all or part of the earth C. Create a view from above showing the position of objects such as desks or tables (classroom, bedroom) D. Identify directions: North, South, East, West E. Recognize role of self and others in family, school and community	cardinal directions, communication map, compass rose, environmental symbols, key, North, South, East, West, responsibility, universal		

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
2. Locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, land forms), natural features (e.g., flora, fauna) and human features (e.g., cities, states, national borders)						
3. Describe and illustrate ways in which people interact with their physical environment (e.g., land use, location of communities, methods of construction, design of shelters)						
4. Describe how human movement and settlement patterns reflect the wants and needs of diverse cultures						
5. Use appropriate geographic resources (e.g., atlases, databases, charts, grid systems, technology, graphs, maps) to gather information about local communities, reservations, Montana, the United States and the world						
6. Identify and distinguish between physical system changes (e.g., seasons, climate, weather, water cycle, natural disasters) and describe the social and economic effects of these changes						
7. Describe and compare the ways in which people in different regions of the world interact with their physical environments						

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
Social Studies Content Standard 4. Demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.						
1. Identify and use various sources of information (e.g., artifacts, diaries, photographs, charts, biographies, paintings, architecture, songs) to develop an understanding of the past	A. Discuss current events B. Match descriptions of work people do and the names of related jobs (school, local community, historical)	**A. Recognize national, state and Montana tribal flags**	A. Discuss concept of past, present and future B. Recognize communication/ environmental symbols	current event, flag, future, job/career, past, present, tribal	Google: Universal symbols	
2. Use a timeline to select, organize, and sequence information describing eras in history						
3. Examine biographies, stories, narratives and folk tales to understand the lives of ordinary people and extraordinary people, place them in time and context and explain their relationship to important historical events						

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
4. Identify and describe famous people, important democratic values, (e.g., democracy, freedom, justice) symbols (e.g., Montana and U.S. flags, state flower) and holidays in the history of Montana, American Indian tribes and the United States						
5. Identify and illustrate how technologies have impacted the course of history (e.g., energy, transportation, communications)						
6. Recognize that people view and report historical events differently						
7. Explain the history, culture, and current status of the American Indian tribes in Montana and the United States						

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
Social Studies Content Standard 5. Make informed decisions based on an understanding of the economic principles of production, distribution, exchange and consumption.						
1. Give examples of needs and wants; scarcity and choice (e.g., budgeting of allowance, trading cards)	A. Discuss and participate in recycling activities	**A. Demonstrate responsibility for the school environment**				
2. Identify basic economic concepts (e.g., supply and demand, price) that explain events and issues in the community						
3. Distinguish between private goods and services (e.g., family car or local restaurant) and public goods and services (e.g., deciding what to buy, what to recycle, how much to contribute to people in need) affect the lives of people in Montana, the United States and the world						
4. Explain the roles of money, banking, and saving in everyday life						
5. Identify and describe examples in which science and technology have affected economic conditions (e.g., assembly line, robotics, Internet, media advertising)						

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
Social Studies Content Standard 6. Demonstrate an understanding of the impact of human interaction and cultural diversity on societies.						
1. Identify the different ways groups (e.g., families, faith communities, schools, social organizations, sports) meet human needs and concerns (e.g., belonging, self worth, personal safety) and contribute to personal identity	A. Identify how families are alike and different		A. Discuss oral traditions in a variety of cultures B. Identify and describe ways families, groups, tribes and communities influence a person's daily life and personal choices C. Identify cultural diversity within the community D. Recognize that there is a diversity in languages	alike, community, culture, different, diversity, group, influence, cause/effect, oral traditions, similar, tribe		
2. Describe ways in which expressions of culture influences people (e.g., language, spirituality, stories, folktales, music, art, dance)						
3. Identify and describe ways families, groups, tribes and communities influence the individual's daily life and personal choices						
4. Identify examples of individual struggles and their influence and contributions (e.g., Sitting Bull, Louis Riel, Chief Plenty Coups, Evelyn Cameron, Helen Keller, Mahatma Gandhi, Rosa Parks)						
5. Identify roles in group situations (e.g., student, family member, peer member)						

Montana Full-Time Kindergarten Model Curriculum
Workplace Competencies -- Adopted 1999

Content Standards

Content Standard 1—Workplace Resources - Identify, organize, plan and allocate workplace resources of time, money, materials, facilities, and human resources.
Content Standard 2—Interpersonal Workplace Skills--Acquire and demonstrate interpersonal workplace skills.
Content Standard 3—Workplace Information--Acquire and use workplace information.
Content Standard 4—Workplace Systems--Demonstrate an understanding of how social, organizational and technological systems work.
Content Standard 5—Workplace Technology--Work safely with a variety of workplace technologies.
Content Standard 6—Workplace Readiness/Life & Career Planning--Acquire and demonstrate skills in life and career planning and workplace.

Workplace Competencies Content Standard 1. Identify, organize, plan and allocate workplace resources of time, money, materials, facilities, and human resources.

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
1. Manages time effectively (e.g., assignment notebook, calendar)	A. Contribute to the classroom community B. Select and use materials appropriately	**A. Complete tasks in allotted time** **B. Independently manage time** **C. Demonstrate respect for self, others and property**		calendar, choice, community, conflict, goal, negotiation, organize, resolution, resources, respect, responsibility, rules, schedule, task, time management, tools, transitions	In Process	In Process
2. Use basic monetary skills						
3. Acquire, store, allocate and use materials or space (e.g., supplies, notebook)						
4. Manage personal resources						

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
Workplace competencies content Standard 2. Acquire and demonstrate interpersonal workplace skills.						
1. Practice one's role as an active and cooperative team player while recognizing individual differences and cultural diversity (e.g., be accountable for one's actions)	A. Contribute to the classroom community B. Transition appropriately within school C. Transition appropriately home to school D. Engage in learning activities for 20 minutes E. Identify personal strengths and those of others F. Demonstrate and use polite manners appropriate to setting/culture G. Demonstrate and use conflict resolution and negotiation skills	**A. Demonstrate self-help skills (dress, toileting)** **B. Participate cooperatively**		conflict, negotiation, resolution, transition		
2. Demonstrate a learned skill to peers (e.g., give a "how to" demonstration)						
3. Identify and practice leadership skills (e.g., team leader, class officer, class job)						
4. Identify and practice negotiation skills and conflict resolution in structured situations						

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
5. Practice basic customer and electronic etiquette (e.g., role-play, order from a menu, appropriate e-mail language)						
Workplace Competencies Content Standard 3. Acquire and use workplace information.						
Benchmark End of Grade 4	**Introduction**	**Essential Learning Expectation**	**Explore**	**Vocabulary**	**Assessment**	**Resources**
1. Identify a variety of sources that provide workplace information	A. Locate a variety of resources (places or personal) in the school community B. Organize information using systematic methods (calendar, schedules)			calendar, community, organic , resources, schedule		
2. Organize information using systematic methods (e.g., assignment book, alphabetizing, calendar)						
3. Use a variety of methods (e.g., oral, written, graphic, pictorial, multimedia) to complete a task						
4. Access and organize information from print and electronic sources						

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
Workplace Competencies Content Standard 4. Demonstrate an understanding of how social, organizational and technological systems work.						
1. Identify components of family, school, and community systems encountered in daily life		**A. Follow classroom rules** **B. Follow school rules**		rules		Link: Indian Education for All
2. Identify and model how components of systems interact (e.g., role-play, class jobs)						
3. Work within a system (e.g., team, study group, group structure, classroom rules, mechanical model)						
Workplace Competencies Content Standard 5. Work safely with a variety of workplace technologies.						
Benchmark End of Grade 4	**Introduction**	**Essential Learning Expectation**	**Explore**	**Vocabulary**	**Assessment**	**Resources**
1. Identify and select information sources using technology		**A. Identify and demonstrate appropriate care of classroom tools**		tools		
2. Solve problems both individually and with others						
3. Prevent or identify and solve problems using technology						
4. Discriminate between responsible and irresponsible use of technology						

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
Workplace Competencies Content Standard 6. Acquire and demonstrate skills in life and career planning and workplace readiness.						
1. Describe how current learning relates to life and career development	A. Makes appropriate choices B. Set personal goals	**A. Accept responsibility for actions and belongings**		choices, goals, responsibility		
2. Demonstrate positive ways of performing work activities						
3. Describe how decisions affect self and others						
4. Describe various lifetime roles (e.g., friend, student, leader, worker, family member)						
5. Explore and discuss a variety of occupational clusters (e.g., health, science) and their contributions to society						
6. Describe and demonstrate the importance of personal goal setting and planning						

Notes

Montana Full-Time Kindergarten Model Curriculum
World Languages -- Adopted 1999

Content Standards

COMMUNICATION
Content Standard 1—Engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.
Content Standard 2—Understand and interpret spoken and or written language on a variety of topics.
Content Standard 3—Convey information, concepts, and ideas to listeners and/or readers for a variety of purposes.
CULTURES
Content Standard 4—Demonstrate an understanding of the relationship between the perspectives, practices, and products/contributions of cultures studied, and use this knowledge to interact effectively in cultural contexts.
CONNECTIONS
Content Standard 5—Reinforce and increase his/her knowledge of other disciplines through world languages.
Content Standard 6—Acquire information and perspectives through authentic materials in world languages and within cultures.
COMPARISONS
Content Standard 7—Recognize that different languages use different patterns and can apply this knowledge to his/her own language.
Content Standard 8—Demonstrate understanding of the concept of culture through comparisons of the culture studied and his/her own.
COMMUNITIES
Content Standard 9—Apply language skills and cultural knowledge in daily life.

World Languages Content Standard 1. Engage in conversation, provide and obtain information, express feelings and emotions and exchange opinions.

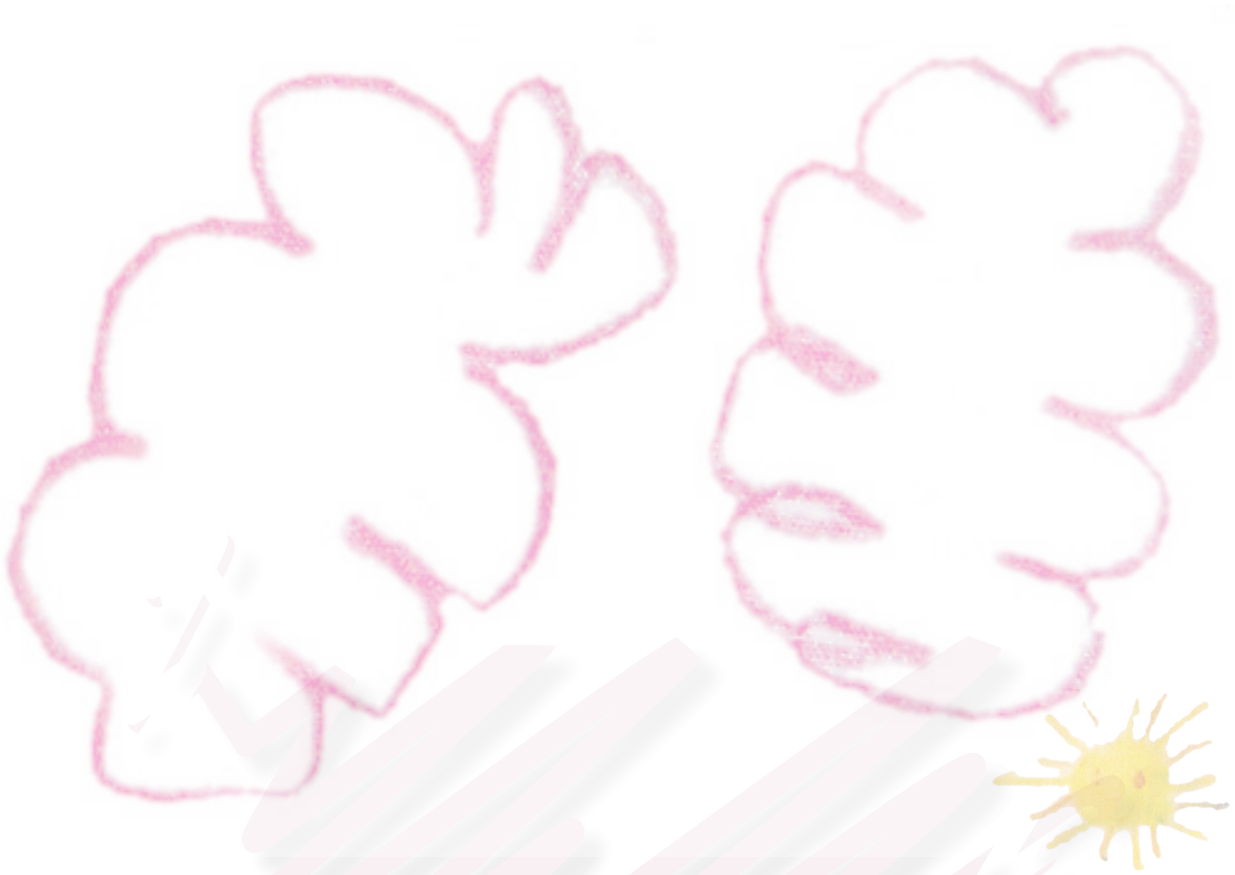
Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
1. Express feelings, likes and dislikes	A. Express greetings, colors or numbers in a second language B. Use a variety of languages to communicate meaning >sign >American Indian				In Process	Link: Indian Education for All (IEFA) In Process
2. Respond in one-on-one interactions						
3. Create simple descriptions of people and things within a context						
4. Express agreement and disagreement						
5. Express basic needs						

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
World Languages Content Standard 2. Understand and interpret spoken and/or written language on a variety of topics.						
1. Identify people and objects using aural, visual and contextual cues	A. Create a story using pictographs, rebus or hieroglyphs					
2. Comprehend and respond appropriately to simple oral and written communications						
3. Read and respond to developmentally appropriate material and identify the main idea						
World Languages Content Standard 3. Convey information, concepts, and ideas to listeners and/or readers for a variety of purposes.						
Benchmark End of Grade 4	**Introduction**	**Essential Learning Expectation**	**Explore**	**Vocabulary**	**Assessment**	**Resources**
1. Give directions, commands and instructions						
2. Give a description orally and/or in writing using simple phrases						
3. Write a personal communication (e.g., note, letter, invitation)						
4. Summarize main idea of selected authentic and/or contextualized material						

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
World Languages Content Standard 4. Demonstrate an understanding of the relationship between the perspectives, practices, and products/contributions of cultures studied, and use this knowledge to interact effectively in cultural contexts.						
1. Identify significant cultural perspectives and practices			A. Discuss linguistic contributions and how they relate to everyday life			
2. Recognize and interpret language and behaviors that reflect the culture			A. Identify cultural practices and perspectives			
3. Identify objects, images, symbols, products and other contributions of the culture						
4. Identify the expressive forms of the culture (e.g., architecture, music, dance)						
World Languages Content Standard 5. Reinforce and increase his/her knowledge of other disciplines through world languages.						
Benchmark End of Grade 4	**Introduction**	**Essential Learning Expectation**	**Explore**	**Vocabulary**	**Assessment**	**Resources**
1. Identify and apply, within a familiar context, information and skills shared by the language classroom and other disciplines						
2. Identify, through world language resources, information for use in other disciplines						
World Languages Content Standard 6. Acquire information and perspectives through authentic materials in world languages and within cultures.						
Benchmark End of Grade 4	**Introduction**	**Essential Learning Expectation**	**Explore**	**Vocabulary**	**Assessment**	**Resources**
1. Gather information from sources intended for native speakers of the language	A. Compare and contrast authentic materials from a variety of cultures					
2. Use authentic sources to identify perspectives of world cultures						

Benchmark End of Grade 4	Introduction	Essential Learning Expectation	Explore	Vocabulary	Assessment	Resources
World Languages Content Standard 7. Recognize that different languages use different patterns and can apply this knowledge to his/her own language.						
1. Identify sound patterns of the target language and compare them to the student's own language						
2. Identify structural patterns of the target language						
3. Identify idiomatic expressions of the target language						
4. Identify connections among languages						
World Languages Content Standard 8. Demonstrate understanding of the concept of culture through comparisons of the culture studied and his/her own.						
Benchmark End of Grade 4	**Introduction**	**Essential Learning Expectation**	**Explore**	**Vocabulary**	**Assessment**	**Resources**
1. Recognize similarities and differences, including behavior patterns, among target cultures and students' own cultures using evidence from authentic sources	A. Participate in diverse cultural celebrations					
World Languages Content Standard 9. Apply language skills and cultural knowledge in daily life.						
Benchmark End of Grade 4	**Introduction**	**Essential Learning Expectation**	**Explore**	**Vocabulary**	**Assessment**	**Resources**
1. Identify the target language in the student's daily life and share that knowledge with others	A. Locate resources in school library about a variety of cultures					
2. Locate connections with the target culture through the use of technology, media and authentic sources						
3. Locate resources in the community to learn about the target culture						

MODEL ASSESSMENT RECOMMENDATIONS AND PRACTICES



MODEL ASSESSMENT RECOMMENDATIONS AND PRACTICES

Recommendation 1: **Use assessment and evaluation strategies that are known (research-based) to aid in continuously monitoring and modifying instruction and program.**

Assessment and evaluation strategies are used as a means to continuously monitor and modify instruction and programs in order to meet student needs (see Montana Correlate 2). Meaningful assessment strategies have been well researched, resulting in a body of practical applications in the classroom.

Recommended Practice

The teacher should know and utilize assessment practices recommended and informed by research. Teachers need to know a large repertoire of assessment practices available, so that multiple strategies can be used, based on student needs.

Recommendation 2: **Carefully plan the types of assessments/evaluations used, keeping student needs and overall school goals in mind. Aggregate the data (especially in language arts and mathematics) as a means to inform school goals, and to inform parents and the community. (ARM, 10.55.603)**

Assessment practices in the K-12 school must be carefully planned, as a means to intentionally monitor and modify instruction so that students reach proficiency in particular skills and knowledge. Kindergarten teachers may use many informal assessment strategies and only a few formal assessments, but it is essential that this data is included in the overall assessment picture for the school. Progress throughout the students' kindergarten year should be reflected in a summary report used by the school's planning team, and should also be available to the Board of Trustees, parents and the community.

Teachers should maintain a list of types of specific assessments used, and the purpose of the assessment, as a means to communicate essential learnings within their kindergarten program. The list should be available as a part of a total lesson planning/curriculum map of the year and/or calendar of instruction.

Recommended Practice

Begin a list of the specific assessments already used and their purposes. Research other assessments and potential purposes as a means to continue to grow in assessment expertise.

Recommended Practice

Develop an expectation that much of the informal and formal assessments can and should be aggregated, and examine the data as a part of the school's academic and performance goals. Teachers should keep the specifics of goals in mind as they select and aggregate data useful to the school's overall report on goals.

Recommendation 3: **Continuously seek ways to improve student assessment, always keeping in mind that the purpose is to *intentionally monitor and modify instruction*** (Brassard and Boehm, 2007).

Kindergarten students may be assessed in a number of ways; teachers must be well versed in informal assessment strategies and in more formal modes of assessment. Informal assessment strategies are those used during the course of instruction, as a means to quickly inform student progress in a particular skill. For example, the teacher, during a guided practice reading lesson, may assess student knowledge of a particular phonic element. Or, students practicing sorting during a mathematics guided practice lesson may be quickly assessed by teacher observation. Whether the assessment is informal or formal, the teacher writes notes (for example, a running record) and makes written record of the progress made, including the date. Such data informs individual student progress, and when aggregated across students, can support summary evaluation of the program.

Recommended Practices

- Identify and utilize research-proven assessments and evaluations. Be aware that many informal assessment practices are well documented within the research literature on assessment.

- Become adept at recording data, and take time to reflect on summary data about your students at certain intervals (but at least weekly).

- Aggregate the recorded data, so that you can accurately plan for goal completion, inform the school planning team, and keep school leadership informed.

- Provide a summary of data of important concepts learned, progress toward Montana Standards/Benchmarks, and school-wide goal progress. Be specific, and ask that the kindergarten data be a part of the larger K-12 picture.

Evaluation of overall student successes is essential for the kindergarten program. Summary data of student results throughout the year can inform planning for future years. In addition, it may highlight the special needs of individual students and groups, and can be useful in planning the K-12 program for the entire school system.

Kindergarten teachers must know the Montana Content Standards and Benchmarks well, especially what is expected of students at the end of grade 4. Teachers who know the standards are in a position to meet the "depth and complexity necessary to ensure the appropriate scaffolding for student success" (Ehly, 2009). They use and design appropriate instructional strategies and experiences to closely match the expected benchmark. In other words, they plan with assessment in mind. Constant training and updating of assessment strategies and skills needs to be an active part of the kindergarten teacher's professional development plan.

Recommended Practices

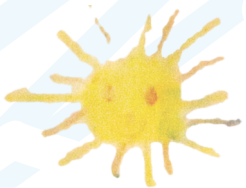
- Along with other faculty in the school, read and discuss the rubrics associated with Montana's nine correlates, especially examining correlates 1-3 and the examples of evidence that a school can use to prove proficiency in Curriculum, Assessment, and Instruction.

- Plan instruction by curriculum mapping and/or instructional calendar, always keeping in mind the individual needs of your students. At no more than four-week intervals, examine your original curriculum map/instructional calendar to see (approximately) whether your plan is on track. All maps and calendars are subject to revision, of course, based on student needs *and the summary assessment data you have gathered.*

- If not aware of how to scaffold lessons to ensure appropriate progress toward benchmarks, read the recommended literature to identify fundamental practices, and plan to attend needed professional development **now** (see reference appendices at the end of this guide for recommended readings and practices).

- For a list of recommended assessments, and ways in which they are used for individual student progress, and those assessment practices used to inform overall program evaluation refer to Brassard and Boehm, 2007.

MODEL INSTRUCTIONAL STRATEGIES



MODEL INSTRUCTIONAL STRATEGIES REPORT

Today, researchers have refined methods in order to investigate instructional strategies and their worth as used in specific contexts, and for specific purposes. A fine place to start one's search for research-verified strategies is the Northwest Regional Educational Laboratory's overview of significant strategies and useful practices. Also, be aware of national professional organizations and their positions on strategies, keeping in mind that instructional strategies must be carefully matched to the assessment or evaluation planned. Use academic Google to research the latest findings in assessment, and as a means to stay current.

Strategies and instructional practices used in the Kindergarten Program must match the Montana Content Standards and Benchmarks (ARM 10.55.603), and must be based on the needs of students. For example, vocabulary growth is essential for all. There are many excellent instructional practices that can be used in small group settings to ensure vocabulary growth. In addition to speaking and listening strategies, teachers can use techniques that aid in vocabulary comprehension. For example, Joyce's Concept Formation and Concept Attainment strategies assist with concept development (see Boehm Concept Assessment) in young children. See also the vocabulary strategies recommended in Marzano's *Classroom Instruction That Works,(2001)*. It is very important that educators understand the cognitive processes that underlie learning goals, and also the problem-solving strategies used by young children (Brassard and Boehm, 2007).

The body of research on strategies most useful in reading, mathematics, listening, speaking, technology, and other subjects continues to grow. More strategies can be found at the OPI Kindergarten Web site. Teachers should continue to target recommended strategies and knowledge as a part of their professional growth.

Teachers may need to plan inclusive learning environments for children with special needs (i.e., those with hearing loss, vision impairments, atypical motor development, cognitive delays, emotional and/or behavioral disorders, gifted and talented, etc.). Research-based techniques to implement appropriate learning environments are the focus of professional development workshops and classes (for example, Response To Intervention (RTI); Brassard and Boehm, 2007; Willis, 2009; Tomlinson and McTighe, 2007). These strategies are essential in Montana kindergartens in order to meet individual student needs.

The Montana Full-Time Kindergarten curriculum project team examined the professional literature and provided a comprehensive bibliography at the end of this publication. They have provided some examples of exemplary strategies used commonly in kindergartens, and they are presented here.

Teaching Methods

A variety of teaching methods may be used in the kindergarten classroom. Each method is designed for a specific purpose. The following are a few suggestions to enhance curriculum delivery and student achievement.

Biological Sciences Curriculum Study (BSCS) 5 Es Instructional Model

This model uses a five-step process to direct and focus lessons: Engage, Explore, Explain, Elaborate, Evaluate (Bybee, et al). (See following page)

Differentiated Instruction

Differentiated instruction is a form of instruction that seeks to maximize each student's growth by recognizing that students have different ways of learning, different interests, and different ways of responding to instruction.

Collaborative Learning

A teaching method where children constructively work and or play with others in pairs or a group. Collaborative groups enable students to acquire both knowledge and social skills.

Cooperative Learning

A teaching method in which students of differing abilities work together in groups on an activity. Each student has a specific responsibility within the group. Cooperative Learning enables students to acquire both knowledge and social skills.

Integration across Curricular Areas

Integration is combining different subjects such as reading and social studies or science and math in the same lesson.

Theme-Based Studies

Theme-based studies organize curriculum around big ideas that connect standards to authentic learning contexts. A theme-based study is a directed effort, not a grab bag of loosely connected concepts. The flexibility of a theme-based study allows it to be modified to support instruction across multiple domains. As a requirement, the theme must be broad enough to accommodate the process skills and content knowledge necessary to meet state standards.

Discovery Learning

Inquiry or problem-based methods are teacher facilitated and student directed activities are often designed as learning centers or work stations.

Direct Instruction

Instruction that is highly teacher directed is effective for providing information or developing step-by-step skills.

The 5 Es Instructional Model

Phase of the Instructional Model	Teacher Does	Student Does
ENGAGE Initiates the learning task. The activity should make connections between past and present learning experience, and anticipate activities and organize students' thinking toward the learning outcomes and current activities.	• creates interest • generates curiosity • raises questions and problems • elicits responses that uncover students' current knowledge about the concept/ topic	• asks questions such as, Why did this happen? What do I already know about this? What can I find out about this? How can this problem be solved? • shows interest in the topic.
EXPLORE Provide students with a common base of experiences within which current concepts, processes, and skills are identified and developed.	• encourages students to work together without direct instruction from the teacher. • observes and listens to students as they interact. • asks probing questions to redirect students' investigations when necessary. • provides time for students to puzzle through problems. • act as a consultant for students	• thinks creatively within the limits of the activity • tests predictions and hypotheses • forms new predictions and hypotheses • tries alternatives to solve a problem and discusses them with others • records observations and ideas • suspends judgment • tests ideas
EXPLAIN Focus student's attention on a particular aspect of their engagement and exploration experiences, and provide opportunities to demonstrate their conceptual understanding, process skills, or behaviors. This phase also provides opportunities for teachers to introduce a concept, process, or skill.	▪ encourages students to explain concepts and definitions in their own words. • asks for justification (evidence) and clarification from students • formally provides definitions, explanations, and new vocabulary • uses students' previous experiences as the basis for explaining concepts	• explains possible solutions or answers to other students • listens critically to other students' explanations • questions other students' explanations • listens to and tries to comprehend explanations offered by the teacher • refers to previous activities

The 5 Es Instructional Model

Phase of the Instructional Model	Teacher Does	Student Does
ELABORATE Challenge and extend students' conceptual understanding and skills. Through new experiences, the students develop deeper and broader understanding, more information, and adequate skills.	• expects students to use vocabulary, definitions, and explanations provided previously in new context • encourage students to apply the concepts and skills in new situations • remind students of alternative explanations • refers students to alternative explanations	• applies new labels, definitions, explanations, and skills in new, but similar, situations • uses previous information to ask questions, propose solutions, make decisions, design experiments • draws reasonable conclusions from evidence • records observations and explanations
EVALUATE Encourage students to assess their understanding and abilities and provide opportunities for teachers to evaluate student progress. 	• refers students to existing data and evidence and asks, "What do you already know?" Why do you think …? • observes students as they apply new concepts and skills • assesses students' knowledge and/or skills • looks for evidence that students have changed their thinking • allows students to assess their learning and group process skills • asks open-ended questions such as, Why do you think…? What evidence do you have? What do you know about the problem? How would you answer the question?	• checks for understanding among peers • answers open-ended questions by using observations, evidence, and previously accepted explanations • demonstrates an understanding or knowledge of the concept or skill • evaluates his or her own progress and knowledge • asks related questions that would encourage future investigations

Miami Museum of Science (2001) Biological Sciences Curriculum Study (BCBS)

MODEL PROFESSIONAL DEVELOPMENT

MODEL PROFESSIONAL DEVELOPMENT

Correlate 4 of Montana's Nine Correlates of Effective schools state: "The school/district provides research-based, results-driven professional development opportunities for staff, and implements performance evaluation procedures in order to improve teaching and learning."

Professional development needs to be ongoing. Groups of educators who have produced the Content Standards and Benchmarks have recognized the need to help schools with realistic curriculum implementation planning, so that the desired results can be attained at the local level. Over the last few years, a Level of Implementation model has emerged, with implementation planning teams coming together so that regional professional development occurs in a timely manner. As each content area is rolled out, implementation planning occurs, with workshops and classes provided within regions (See Regional Services Areas Map).

Levels of Implementation of Professional Development

Level I: Professional development at this level is designed to provide the awareness and basic introduction to the topic/skill for all school personnel. It is intended to identify, explore and develop an awareness and a basic understanding of the topic/skill. It may be as short as 2-3 hours.

Level II: Professional development at this level is intended to deepen topic/skill knowledge for instructional personnel. Events provide professional development that allows instructional personnel to actively practice the topic/skill that is being taught. In addition, participants plan how and when they will be implementing the topic/skill into their practice, making this level more intensive and job-embedded.

Level III: Professional development at this level continues to build on everything that has been done at other levels. Professional development events at this level may include consulting, coaching instructional personnel, continued team planning and problem solving in order to implement the initiative.

For an example, see the 2009 planning/implementation document for the Revised Montana Science Content Standards and Performance Descriptors at http://www.mt.gov/Accred/cstandards.html.

Examples of Professional Development Needed

Early childhood education is ever changing, as educators and communities rethink what young children need, based on new research and practice. The following list of professional development opportunities is not meant to be all-inclusive. Rather, it points to current needs.

For example, teachers will need to learn and grow in knowledge about K-12 expectations, and be able to place kindergarten expectations in a K-12 context of growth; grow in knowledge about proactive, effective, and promising practices in curriculum, assessment, learning strategies, school culture, student and family supports and school organization and leadership; expect to implement

instructional practices which promote student growth and achievement; learn and grow in brain research and health-related research as these relate to developmentally appropriate practices; continuously expand personal knowledge of effective strategies, recognizing that no one strategy will be effective for every student or in every context; plan challenging personal staff development based on school goals, promising practices and child needs; and, reflect with other educators, K-12, on the ever-changing body of research and practice.

Recommendation 1: **Educators teaching in the full-time kindergarten environment should plan professional development based on the district's overall goals and on the knowledge and skills that are necessary for student growth.**

Recommendation 2: **Educators teaching in the full-time kindergarten need to continuously update themselves regarding the latest findings in early childhood research. See, for example, recent advances in the development of cognition, emergent literacy, language, numeracy and mathematics, social and emotional competence, metacognition and self-regulation skills, motor development and physical health (Brassard and Boehm, 2007).**

Recommendation 3: **Kindergarten educators are proactive in planning personal growth, in order to meet student and program expectations. They expect to be partners with other educators teaching in the early childhood context.**

Sample Personal Professional Development guidance is provided on the next page, to illustrate how an educator might keep in mind the goals of the local school goals, while also planning to increase one's knowledge and skill base. Both are important in professional growth of educators, so that students grow and achieve.

PERSONAL PROFESSIONAL DEVELOPMENT PLAN

A. My District's 5YCEP goals include (list your district's goals here).

1.

2.

3.

B. In order to help meet those goals, I need to (list information and strategies which you need to employ as a means to help your students, other grade levels, and the District, meet the goals).

1.

2.

3.

4.

5.

C. I plan to update myself in the following ways, so that I continue to grow and learn about early childhood advances (prioritize your needs based on District goals, knowledge needed about new areas and the delivery of curricula, assessment, and strategies/practices beneficial to Kindergartners).

1.

2.

3.

APPENDIX A
MONTANA FULL-TIME KINDERGARTEN PROGRAM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MONTANA FULL-TIME KINDERGARTEN PROGRAM

Creating a child-centered learning environment requires intentional thought and planning. The elements of a program include: environment, staffing, parent involvement and communication, scheduling, managing transitions, assessments and technology integration.

1. Learning Environment

The classroom environment both informs and engages the child; it has the potential to motivate students, enhance learning and reduce behavior problems. For each child to achieve the essential learning expectations, teachers must take into account the following student characteristics when planning for learning activities:

- Self awareness,
- Impulse control,
- Persistence,
- Self-motivation, and
- Basic interpersonal communication skills.

Elements that help to create an exemplary Full-Time Kindergarten classroom environment may include the following:

A. Create an appropriate learning environment using shelving and furniture to divide the classroom into learning areas and stations, such as:

- Individual, small and whole group activities,
- Discovery,
- Technology,
- Dramatic play,
- Math manipulatives,
- Listening,
- Art,
- Classroom Library,
- Writing/Literacy, and
- Teacher/Student storage.

B. Display sufficient quantities of learning materials (manipulatives, puzzles, games) on the shelves that are easily accessed by students. Provide materials that increase awareness of diversity and meet the differentiated instructional needs of students.

C. Arrange the room so that you have a clear line of sight to students at all times and can reach each student with ease. Seating arrangements should allow for a clear view of instruction. Consider a variety of desk/table arrangements. Change the arrangement to meet the needs and/or activities of the students.

D. Consider traffic patterns allowing for easy access to sinks, restrooms, active and quiet areas, and small and large group meeting areas.

E. Establish a literacy-rich environment. Display a variety of print (label objects and areas of the room, student and teacher names, word wall, daily schedule, lunch menu).

F. Provide space to display student work. The displayed work should include the standard number with an explanation.

2. Staffing

Adult-to-student ratio recommendations

Currently, the state of Montana accreditation standards require 1 teacher to 20 students. These standards are meant to be the minimum requirement and not the exemplary. The NAEYC accreditation standards require a 1-10 adult-student ratio. This is typically a certified teacher and a paraprofessional in a classroom of 20. This recommendation is exclusive of other support services. To fully implement an exemplary Full-Time Kindergarten curriculum, this staffing is critical. Without this level of support, the instruction may become more teacher-directed with fewer opportunities for hands-on learning and individualized instruction.

3. Parental Involvement and Communication

Kindergarten programs nurture home-school-community connections through frequent communication and opportunities for involvement in school and classroom activities. Consistent communication creates a reciprocal partnership in which information is shared and common goals are set. This relationship provides the teacher with a better understanding of the child's background and experience. It also provides information to families about essential learning expectations and activities. Establishing a positive relationship builds future school success. Some possible communication ideas include:

- Newsletters,
- Invitations to school, class events or celebrations,
- Communication notebook,
- Homework folder,
- E-mail and Web sites,
- Volunteers,
- Parent-Teacher organizations,
- Parent-Teacher conferences,
- Student-led conferences, and
- Opportunities for comments and questions.

4. Scheduling

Given the diversity of Montana's school communities and available resources, the design of the daily schedule is unique to each site. This scheduling process makes it difficult to address all configurations in this document. The following provide general aspects to keep in mind when planning a day:

A. Optimum learning time for core academic Essential Learning Expectations is in the morning,
B. Five and six year olds need movement /transitions every 15-20 minutes,
C. Morning, afternoon and lunch recesses,
D. Snack in the morning and afternoon,
E. Quiet time,
F. Include all curricular areas (music, art, library, technology, social skills, P.E.), and
G. Allow time for exploration (centers, work stations, discovery blocks).

(See pages 55-56 for schedule samples)

5. Managing Transitions

A. Home to school

Kindergarten is a major transition. Students arrive with diverse backgrounds and experiences. Kindergarten begins the ongoing process of developing partnerships with families. In order to make all families welcome and encourage involvement, the following are suggested:

i. Prior to the start of school:

- Spring orientation and registration
- Spring visitation with preschool and Head Start programs
- Welcome letters to families
- Open house before beginning of school

ii. First day check in (students may not stay the entire first day); and/or

iii. Staggered start (portion of the class starts on a different day of the first week of school).

B. Part-Time Kindergarten to Full-Time Kindergarten

These suggestions may help when planning for an expanded day.

i. Instructional considerations

- Pacing of lessons
- Vary lengths of activities
- Vary size of groups
- In-depth learning
- Revisiting concepts

- Varied approaches with integrated subject matter
- Low/high-energy activities
- Incorporate movement
- Teacher-directed activities
- Student-initiated activities
- Opportunities for play

ii. Lunch routines
- Big Buddies who know routine (older students)
- Community volunteers or parent helpers
- Learning student identification numbers

iii. Morning and afternoon snacks

iv. Additional recess time

v. Quiet time

vi. Plan intentionally for arrivals and departures

vii. Name tags with student information

C. Steps to Plan for Transitions within the Day

Transitions are the journey from one activity to another and are an important part of your curriculum. Transition times vary depending upon the activity.

i. Set up the classroom so the children will be successful.

ii. Be clear about what is expected.

iii. Model and practice expectations for all transitions.

iv. Provide prompts or cues prior to transitions.

v. Give children plenty of opportunity to move and vent their energy inappropriate ways throughout the day.

vi. Be consistent.

vii. Keep a sense of humor.

6. Assessments

Appropriate assessment in kindergarten includes ways to document student growth over time. By using multiple measures and a variety of assessment strategies, the kindergarten teacher can gain important insights into how students are progressing. Formative assessments are ongoing throughout a unit and are used to check for understanding. They provide feedback to students and improve teacher instruction. Summative assessments are usually administered at the end of a unit to measure student progress. The teacher can use these assessments to adjust instruction to meet the needs of each learner and to document and report progress e.g.:

- Formal and informal observations throughout the day,
- One-on-one conferencing with student to address specific skill acquisition,
- Individually administered assessments based on state standards and district curriculum benchmarks to determine acquisition of concepts, skills or knowledge, and
- Collecting student work samples and projects for a portfolio (original or electronic).

7. Technology Integration

One of the elements of an exemplary kindergarten program includes the integrated use of many forms of technology. As technology becomes easier to use and early childhood software proliferates, young children's use of technology becomes more widespread. The children of the 21st century are native technology users and thus the use of these devices is woven into their daily lives. Therefore, early childhood educators have a responsibility to critically examine the impact of technology on children and be prepared to use technology to benefit children (Technology and Young Children-Ages 3 through 8, 1996).

The kindergarten teacher effectively designs the environment in which the children experience many technologies. Young children are concrete learners who construct their knowledge using digital technologies. They are actively engaged in making choices, experiencing cause and effect and determining the course of their learning. Appropriate software and computer applications engage children in creative play, mastery learning, problem solving and conversation. These activities can be highly interactive, child directed and a wonderfully playful method of integrating technology into their curriculum.

The critical factor is a balanced approach to technology in learning with thoughtful planning to provide for the important needs of children (VanScooter, Ellis, and Railsback, 2001). Integrating various technologies into the learning environment provides tools for children to construct their knowledge in exciting and powerful ways.

First Day Survival Tips

As each child arrives gather information regarding departure and destination for that day. There may be unexpected or unplanned events that can be survived on the first day of kindergarten with one exception … at the end of the day you MUST know the destination of every child! Other suggestions that will ensure your survival and success include:

A. Name tags for the first couple of weeks with :

- After-school plan, bus number, day care, etc.
- Lunch plan
- Medical alerts

B. Obtain vital information regarding students' :

- Special needs
- Challenging behaviors
- Emergency contacts
- Custodial information
- After-school routines
- Health issues

C. Request help from all available staff to :

- Ease transitions
- Direct students to classroom
- Assist with supervision

D. Plan and prepare plenty of activities allowing for flexibility

E. Establish rules, model and practice appropriate behavior

F. Clearly identify materials that students and parents may use while teacher is interacting with others

G. Develop a routine for parent departure to ease first day separation and anxiety:

- Read stories
  - *Kissing Hand*
  - *The Night Before Kindergarten*
- Poem, Kleenex, Tea bag gift/activity (see Sample Letter, page 57)
- PTO sponsored "Tea or Coffee" activity in building

H. Introduce children to each other:

- Games, songs, activities

I. Practice routines and procedures:

- Beginning and end of the day
- Recess
- Lining up: Inside and Outside
- Walking in the hall
- Bathrooms
- Lunchroom
- Emergency drills
- Leaving the classroom

J. Tour of the school:

- Meet and greet key personnel

DAILY SCHEDULE EXAMPLES

Primary Building Daily Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8-8:30	Opening Activity Calendar Daily Events	Opening Activity Calendar Daily Events	Opening Activity Calendar Daily Events	Opening Activity Calendar Daily Events	Opening Activity Calendar Daily Events
8:30-9 9-9:30	LIBRARY MUSIC	COMPASS LEARNING LAB 8:30-9 Reading Lesson	SCIENCE P.E.	Reading Lessons Whole Group OR Rotating Small Groups	Reading Lessons Whole Group OR Rotating Small Groups
9:30-10	SNACK (nice weather - recess 9:45-10) Inside play or begin next activity	SNACK (nice weather - recess 9:45-10) Inside play or begin next activity	SNACK (nice weather - recess 9:45-10) Inside play or begin next activity	COMPASS LEARNING LAB	SNACK (nice weather - recess 9:45-10) Inside play or begin next activity
10-10:50	Reading/Math Whole Group OR Half Class at a time	Reading/Math Whole Group OR Half Class at a time	Reading/Math Whole Group OR Half Class at a time	Math Lessons Whole Group OR Half Class at a time	Math Lessons Whole Group OR Half Class at a time
10:50-11:40 11:40-12:10	LUNCH Story Time Rest Time	LUNCH Story Time Rest Time	LUNCH Story Time Rest Time	LUNCH MUSIC 12-12:30 LIBRARY 12:30-1	LUNCH Story Time Rest Time
12:10-1:45	Integrated Whole Group Actvity OR Rotating Small Groups	Whole Group Activity ART 12:45-1:30	Integrated Whole Group Actvity OR Rotating Small Groups	Reading/Math Integrated Activities	Reading/Math Integrated Activities P.E. 1-1:30 SCIENCE 1:30-2
1:45-2:00 2:00-2:10	RECESS SNACK	RECESS SNACK	RECESS SNACK	RECESS SNACK	SNACK
2:10-2:35 2:35-2:55	Various Integrated Activities Play Time	Various Integrated Activities Play Time	Various Integrated Activities Play Time	Various Integrated Activities Play Time	Various Integrated Activities Play Time

Name: _____ Grade: KINDERGARTEN School Year: 2007-2008 "IT'S GREAT"

SAMPLE FULL-TIME KINDERGARTEN SCHEDULE

8:30 -- 9:15	Free play / Calendar / Morning Meeting
9:15 --10:15	Literacy Block (To, With, By)
	Reading: Focused Read Aloud, Guided Reading,
	Independent / Buddy Reading
	Writing: Write To, Interactive Guided Writing, Draft Book Writing,
	Publishing
10:15 --10:30	Recess
10:30 --10:45	Snack and Story
10:45 --11:45	Math Block (lesson and problem-based learning)
11:45 --12:05	Recess
12:05 --12:25	Lunch
12:25 -- 1:00	Quiet time and story
1:00 -- 2:00	Discovery Block (Art House, Writing, Math, Science, Play centers)
2:00 -- 2:15	Recess
2:15 -- 2:45	Special (Music, P.E., Library, Computers)
2:45 -- 3:00	Community Circle

Sample Letter to Kindergarten Parents on the First Day of School

(Include a baggie with a cotton ball, tissue and tea bag)

Date

Dear Kindergarten Parents,

Here is a little "gift" for you as you leave your precious ones with me on the first day of school. As you hold this cotton ball in your hand, the softness will help you to remember the gentle spirit of your children. After you've gone home (and dried your tears) make yourself a hot cup of tea. Put up your feet and relax. Remember that together you and I will work for your childrens' success.

Thank you for entrusting your children to me for the coming school year. I will do my very best every day to be your childrens' guide in learning and exploring this bright, new world.

Sincerely,

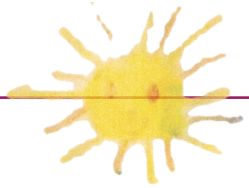
Your Kindergarten Teacher

APPENDIX B
ADVICE FROM PROFESSIONAL ORGANIZATIONS

THE LEARNING COMPACT REDEFINED: A Call to Action

ASCD

2007



THE NEW COMPACT

- ***Each student enters school healthy and learns about and practices a healthy lifestyle.***
- ***Each student learns in an intellectually challenging environment that is physically and emotionally safe for students and adults.***
- ***Each student is actively engaged in learning and is connected to the school and broader community.***
- ***Each student has access to personalized learning and to qualified, caring adults.***
- ***Each graduate is prepared for success in college or further study and for employment in a global environment.***

Source: From *The Learning Compact Redefined: A Call to Action: A Report of the Commission on the Whole Child* (p 20), by ASCD. –Alexandria, VA: ASCD. © 2007 by ASCD. Used by permission.

Learn more about ASCD and the Whole Child at *www.wholechildeducation.org*.

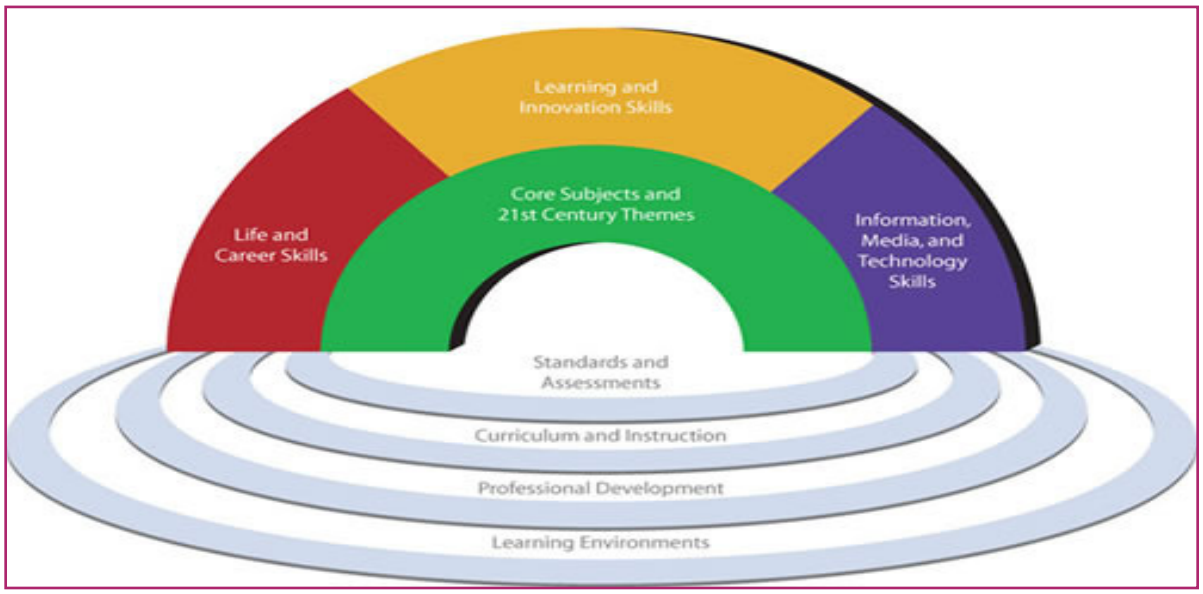
National Association for the Education of Young Children (NAEYC): Early Childhood

The National Association for the Education of Young Children (NAEYC) issued a position statement in 1996, which among other things set forth a summary of the principles of child development and learning. These principles are intended to be guidelines for instructional practices to provide an integrated approach to early childhood education. These principles continue to reflect current understandings that lead to exemplary early childhood practices.

This approach to curriculum design takes into account knowledge about how children develop and learn. The NAEYC principles are generalizations that are intended to inform educators when making decisions about what should be delivered. This document is a summary of the basic understandings put forth by these principles, as well as related information from other sources. The full position paper, Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through age 8, is available from the NAEYC.

The Partnership for 21st Century Skills has developed a unified, collective vision for 21st century learning that can be used to strengthen American education. The key elements of 21st century learning are represented in the graphic and descriptions below. The graphic represents both 21st century skills student outcomes (as represented by the arches of the rainbow) and 21ST century skills support systems (as represented by the pools at the bottom):

Framework for 21st Century Learning



Printed by permission: The Partnership for 21st Century Skills

21ST century standards, assessments, curriculum, instruction, professional development and learning environments must be aligned to produce a support system that produces 21st century outcomes for today's students.

21st Century Learning Environment

- Creates learning practices, human support and physical environments that will support the teaching and learning of 21st century skill outcomes,
- Supports professional learning communities that enable educators to collaborate, share best practices and integrate 21st century skills into classroom practice,
- Enables students to learn in relevant, real world 21st century contexts (e.g., through project-based or other applied work),
- Allows equitable access to quality learning tools, technologies and resources,
- Provides 21st century architectural and interior designs for group, team and individual learning, and
- Supports expanded community and international involvement in learning, both face-to-face and online.

Excerpt from Partnership for 21st Century Skills: http://www.21stcenturyskills.org/

APPENDIX C

PROFESSIONAL DEVELOPMENT IMPLEMENTATION LEVELS FOR REVISED MONTANA SCIENCE CONTENT STANDARDS

PROFESSIONAL DEVELOPMENT IMPLEMENTATION LEVELS FOR REVISED MONTANA SCIENCE CONTENT STANDARDS

Level I

Professional development at this level is designed to provide the basic introduction and orientation to the revised Montana Science Content Standards and Performance Descriptors.

Training at this level is intended to:

- Identify, explore and develop an awareness and a basic understanding of:
  1. Montana Science Content Standards and Performance Descriptors
     a. Rationale for revisions
     b. Research supporting revisions
     c. Integration of Indian Education for All (IEFA)
     d. Alignment with state criterion-reference test (CRT) for science
  2. Inquiry-based Instruction
     a. Rationale
     b. Research base
     c. Inquiry continuum
     d. Example of inquiry lesson
- Examine selected resources for inquiry-based instruction
- Be a minimum of 2 ½ to 3 hours in length

Goal: All applicable school personnel in Montana will have the opportunity to receive Level I professional development by the end of the 2009-10 school year.

Level II

Professional development at this level provides high quality, job-embedded training in strategies for developing, implementing and evaluating learning experiences that:

- are standards-based;
- integrate Indian Education for All; and
- exemplify best instructional practice.

Level III

Professional development at this level seeks to create and sustain a network of experienced Montana science educators who advocate and disseminate the ideas and methods that exemplify best instructional practices.

APPENDIX D

ESSENTIAL VOCABULARY FOR MONTANA FULL-TIME MODEL CURRICULUM

Essential Vocabulary for

Montana Full-Time Model Curriculum

Vocabulary knowledge is an important basis for children's reading and language development. Students with limited vocabulary as emergent readers are at a higher risk of having difficulty in reading later. By emphasizing vocabulary instruction, teachers help students identify and understand essential words and concepts in all subject areas. Consequently, student comprehension and achievement rises. Children learn many words incidentally, however they also benefit from the direct teaching of vocabulary.

BOEHM KINDERGARTEN CONCEPTS

Certain concepts are widely recognized essentials for Kindergartners, and should be assessed as part of the academic growth of each child. The Boehm Kindergarten Concept List is well-researched, and contains powerful vocabulary which Kindergarten students should know before going on to First Grade. Some Kindergartners may know many of these concepts as they enter Kindergarten. It is useful to assess each student's (growing) knowledge of these concepts. For more information about available assessments, see the Assessment section of this Guide. Also, see research and recommendations about the Boehm Concept Assessment. An essential 50 words that should be known (arranged alphabetically here) includes:

above
alike
always
as many
away
backward
before
beginning
behind
below
between
bottom
center
corner
different
end
equal
every
farthest
few
fewest
first
forward
front
half
last
least
left
match
medium-sized
most
never
next
other
over
pair
part
right
row
second
separated
side
skip
some
starting
third
through
top
whole
widest

Essential Learning Expectations (ELE) Terminology for Educators

* means the term is used in more than one set of ELE.

As a means to facilitate instructional conversations about Content Standards, Benchmarks and ELE, educators must utilize the same terminology in order to avoid confusion. Thus, committee members identified the following terms used within the Montana Kindergarten ELE. This list of commonly-used terms within ELE is the result of the work of committees in technology, science, kindergarten, and library/media. More ELE words will be added as other committees identify necessary terms for other content areas**. Note: Many of these words are regarded as a key *listening* vocabulary component for kindergartners.** Utilize the particular ELE advised in the context of your lesson.

Acceptable Use Policy (AUP)
acceptable use
active listening
animal*
appropriate*
author*
authority
biased
biography
blog
bold words
boolean/limiter
Caldecott Award
call number
captions
change
chat*
classify*
clock*
color*
community resources
contextual clues
copyright*
current*
cursor
dark
data*
database
detailed
details
different*
digital*
digital media*
digital presentation
digital tools*
district technology
do*
Earth's features*
e-books
e-mail*
energy
environment
experiment*
fair use
fiction,* nonfiction
food
gas*
genre
graphic organizer
group*
guide words
hardware
headings
hearing
hill*
illustrator*
IM* (instant messaging)
Inter-library loan (ILL)
keyboard*
keyword
knowledge
lake*
land*
library catalog
life cycle*
light*
liquid*
living, nonliving*
local feature*
magnet,* magnetism
magnifying glass*
main ideas
make new ones (reproduce)
make waste (respire, excrete)
measuring cups* and spoons
monitor*
motion
mountain*
mouse*
natural resources
natural world
nature
Newbery Award *
observe*
ocean
online*
plan*

planet technology
plant*
power buttons*
print, non-print
question*
record*
reference
relevant
resource
respond*
review*
ruler*
same/different*
scale*
scan
scientist*
screen*
senses
sequence*
shadow
shape*
sight*
similar*
size*
skim
smell*
software,* hardware
solid*
sort*
sound*
spine*
spine label*
table of contents*
taste*
technology question*
telescope*
texting
thermometer*
title page*
tool, tools*
topic*
touch*
Treasure State Award*
user guidelines*
valley*
volcano*
water*
Wiki*
Young Readers' Choice Award

The following list was developed by the kindergarten committee as it did its work. Bolded terms are ELE words, while those with an asterish (*) denote terms used in more than one subject area. These terms are most likely to be used by the educator in the course of instruction. See terms recommended for student vocabulary within a particular ELE.

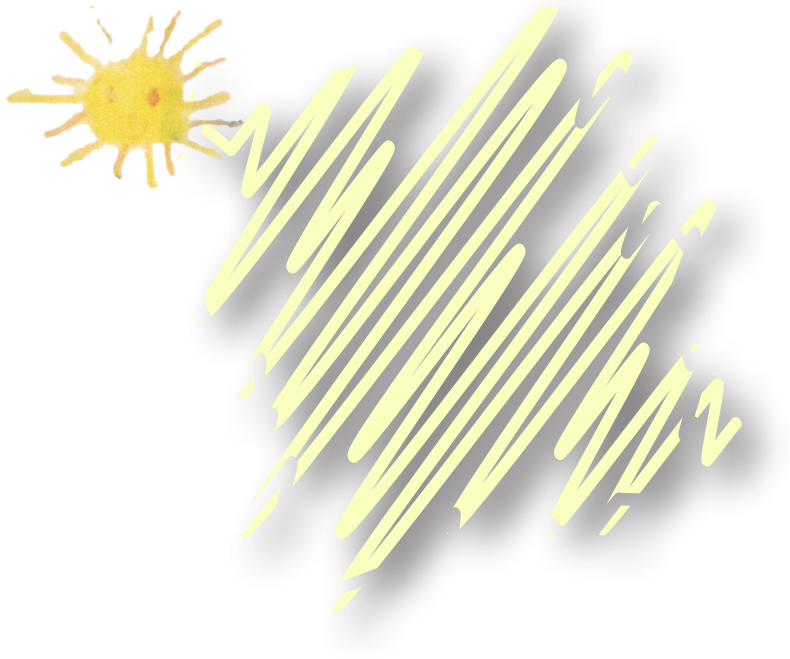
abiotic (non-living)
above
Acceptable Use Policy (AUP)
acceptable use
active listening
add,* addition*
advertisement
Algebra
alike*
alphabet*
American Indian*
analyze*
animal*
appropriate*
arrow keys
asymmetrical
atlas*
attribute*
audience*
audio
author*
authority
axis
back, backward
backwards
balance*
beginning*
beginning-middle-end
behavior*
below
between
biased
Big Dipper
Billboard,* billboards
biography
biotic (living)
blend
blog
body language
bold words
boolean/limiter
bounce
bullets
Caldecott Award
calendar*
call number
capital letter
captions
cardinal directions*
career*
carnivore
catch
CD*
celebration*
cent
change
character*
chat*
check out*
choice, choices
circle*
classify*
climate
clock*
coin, coins*
color*
comedy*
comma
communicate*

communication map
communications
community*
community resources
compare*
compass rose*
complete sentences
computer
conclusion
cone*
conflict*
consonant *
consonant-vowel-consonant (cvc)
constellation
contemporary*
contextual clues
conversation
copyright*
1-1 correspondence*
count*
count back*
count on*
cover
crawl
create*
cube*
culture*
cultural celebrations*
current*
current event
cursor
cylinder*
dance*
dark
data*
database
date*
day, days*
delete
describe
design*
detailed
details
dialogue
dictionary*
different*
digital*
digital media*
digital presentation
digital search tools*
digital tools*
dime*
direction*
dislike
district technology
diverse*
diverse cultures*
diversity*
do*
draft*
drama*
drill*
DVD*
earth
earthquake
Earth's features*
e-books
edit*
electronic
ellipse*
e-mail*
emergency
emergency role
emotion,* emotions*
encyclopedia*
end*
energy
engage
entertainment*
environment
environmental symbols
equal
ethnic*
evaluate
event, events
exclamation mark*
exercise*
exhibit*
experiment*
explain
explore
expression (in art)*
extend*
eyedropper*
facial expression
fair use
fairytale*
Fall
feature
features of life cycle
feelings
fiction,* nonfiction
final*
fire drill
flag*
fluency*
folk*
food
food chain
force (push or pull)
form
forms of matter
forward
four seasons
fraction
front
front cover
future
gallop
gas*
genre
geometric figures
Geometry
globe
goal, goals
graph*
graphic organizer
greater than*
greeting
group*
guide words
habitat senses
halves
hardware

headings
health, healthy
hearing
height*
herbivore
hexagon*
hieroglyphics*
hill*
historical*
history*
holiday
hypothesis
identify*
illustration*
illustrator*
IM* (instant messaging)
influence (cause/effect)*
information*
initial*
input
inquiry
Inter-library loan (ILL)
internet*
investigation
job, job/career
join
jump
key*
keyboard*
keyword
knowledge
label
lake*
land*
language
left
length*
less, less than*
letter,* letters
librarian
library
library catalog
life cycle*
light*
line
liquid*
listen, listening
literary piece
literature*
Little Dipper
living, nonliving*
local feature*
lockdown
lowercase*
magnet,* magnetism
magnifying glass*
main idea, **main ideas**
make new ones (reproduce)
make waste (respire, excrete)
manipulative
map
matter*
measuring cups* and spoons
measuring tape
mechanical systems (levers, pulleys, inclined planes, wedge, wheel, axle, screw)
media
media center*
media message
media products
medial*
melody
message*
microscope*
middle*
mixture, mixtures
monitor*
month*
more
motion
mountain*
mouse*
movement
multimedia
music*
name (first/last)*
natural resources
natural world
nature
negotiation*
Newbery Award *
nickel*
nonfiction*
non-pattern*
North, South,* East,* West*
Number,* number words (0-20)
numeral*
nursery, nursery rhyme
nutrition*
object, objects*
observation
observe*
ocean
o'clock
ones, units
online search
online*
onset-rime
operation *
oral traditions
orbit
ordinal words (1st – 10th)
organize*
participate*
past
pattern*
penny*
performance*
period*
periodicals
phoneme
pictographs*
place
place value*
plagiarism
plan*
planet
planet technology
plant*
plot*
popular*
position*
positional concepts* (behind,

beside, between, above, below, around, over, under)
power buttons*
prediction*
present
print, non-print
prism
problem,* problem solving*
procedure*
process
product
publish*
pull/push
punctuation*
purpose*
quarter*
question*
question mark*
rain gauge
rebus*
reciprocal
recite*
record*
rectangle*
recycle*
reference
reflect
reflection
refraction
relationship*
relevant
reservation
resolution*
resource, resources*
respect
respond*
responsibility*
results
retell*
return
review*
revise*
revolution
rhombus*
rhyme,* rhymed
rhythm
right
roles*
rotation
ruler*
rules*
run
same/different*
scale*
scan
schedule*
scientific method
scientist*
screen*
search
seasons
segment
select*
senses
sentence*
separate*
sequence*
setting*
shadow
shape*
sight*
sign (+, =, -)*
similar*
simple (two variables)
simple tools (scale, thermometer)
size*
skim
skip
skip counting
smell*
social*
software,* hardware
solid*
solution*
solve*
sort*
sound*
space bar*
space*
spatial*
speaking*
sphere*
spine*
spine
label*
Spring*
square*
stages/processes*
star*
state*
statement*
strategies*
subtract*
subtraction*
summer*
sun*
syllable*
symbol*
symmetrical*
table*
table of contents*
task*
taste*
technological*
technology*
technology question*
telescope*
temperature*
tens*
text,* **texting**
texture*
theatre*
thermometer*
thermostat*
throw*
time management*
time*
timeline*
title page*
title*
tool, tools*
topic*
tornado*
touch*

tradition,* traditional*
transition,* transitions
Treasure State Award*
triangle*
tribal,* tribe*
TV/Television*
Unit,* units*
universal*
uppercase*
user guidelines*
valley*
value*
Venn diagram*
video*
visual arts*
vocabulary*
voice intonation*
volcano*
vowel*
water*
weather*
Website*
week*
weight*
whisper*
whole/part*
Wiki*
winter*
word*
yardstick*
Young Readers' Choice Award*



APPENDIX E

EDUCATOR RESOURCES, MATERIALS, AND REFERENCES


TESSNA

EDUCATOR RESOURCES, MATERIALS, AND REFERENCES

*Additional resources are listed in the content standards in the materials/resources column.

GUIDEBOOK REFERENCES

Books

MacDiarmid, Jim, "Replacing the Thing-ma-jig: The Developmental Language Process"
Marzano, Robert, and Debra Pickering, "Building Academic Vocabulary Teacher's Manual"
Marzano, Robert, "Building Background Knowledge"
Scholastic Kindergarten Literacy, "Matching Assessment & Instruction Teaching"
Tomlinson, Carol Ann, "The Differentiated Classroom: Responding to the Needs of All Learners"

Indian Education Lesson Link

www.opi.mt.gov and click "Indian Ed," then "Indian Education for All"
Indian Education for All, Essential Understandings
Suggested Indian Education Book List
www.opi.mt.gov/indianed2/IEFAbackground.html
Indian Education for All, Essential Understandings
http://www.opi.mt.gov/pdf/indianed/resources/essentialunderstandings.pdf

Software	Publisher
Arthur's Reading Race	Living Books
Bailey's Book House	Edmark
Clifford Reading	Scholastic
James Discovers Math	Broderbund
Jump Start Kindergarten	Knowledge Adventure
Jump Start Advanced First Grade	Knowledge Adventure
KidPix	Broderbund
Math Blaster Jr	Davidson
Math All Around Me	Jack Hartmann & Friends
Math In Motion	Jack Hartmann & Friends
Millie's Math House	Edmark
Ready for School	Fisher-Price
Sammy's Science House	Edmark
Thinkin Things Collection 1	Edmark
Thinkin Things Collection 2	Edmark
The Smelly Mystery	GT Software
Trudy's Time and Place House	Edmark

Videos/DVDs

A Pocket for Corduroy	Don Freeman
Clifford's Fun with Shapes	Alyson Court & Brent Titcomb
Clifford's Fun with Letters	Alyson Court & Brent Titcomb
Clifford's Fun with Numbers	Alyson Court & Brent Titcomb
Clifford's Fun with Opposites	Alyson Court & Brent Titcomb
Corduroy	Don Freeman

Instructional Web Sites

albrightknox.org/artgames/index.html
coloring-book.info/coloring/
http://www.u-46.org/roadmap/dyncat.cfm?catid=246
jigzone.com/gallery/F525082160.640BC41?z=10&v=9795
kids.allmyfaves.com/
nationalgeographic.com/coloringbook/archive/
pbskids.org/sesame/coloring/index.html
Starfall.com

Authoring Software
- http://www.edhelper.com/teachers/graphic_organizer.htm
- http://www.inspiration.com

Community Helpers and Careers
- http://first-school.ws
- Children's Literature Web Guide
- http://www.acs.ucalgary.ca/~dkbrown

Gifted Education Resource Guide - Montana Office of Public Instruction (OPI)
- http://www.opi.mt.gov/Gifted/RG.html

Electronic Quizzes
- http://www.funbrain.com
- http://quiz.4teachers.org
- http://school.discovery.com/quizcenter.html

Software Critiques: Children's Technology Review
- http://www.childrenssoftware.com

Scoring Guide for Student Projects
- http://www.ncrtec.org/tl/sgsp/index.html

Rubrics, Rubric Maker
- http://teachers.teach-nology.com/web_tools/rubrics
- http://www.hishelpinschool.com/adaptation/modadapt.htm.#rubric

RubiStar
- http://rubistar.4teachers.org

Test Taking Software
- http://www.kurzweiledu.com
- http://www.quia.com

Scholastic Kindergarten Literacy Matching Assessment and Instruction Teaching resources
http://www.teacher.scholastic.com/products/scholasticprofessional/authors/McGill-Franzen.html.

Suggested Kindergarten Read Aloud Book List

Note: * Indicates Indian Education literature

Book Title	Author
Alexander and the Terrible, Horrible, No Good, Very Bad Day	Judith Viorst
Amazing Grace	Mary Hoffman
Amelia Bedelia	Peggy Parish
Are You My Mother?	Philip D. Eastman
Arthur series	Marc Tolon Brown
Basil of Baker Street	Eve Titus
*Brave Wolf and the Thunderbird**	Joe Medicine Crow
Brown Bear, Brown Bear, What do you see?	Bill Martin, Jr.
Caps for Sale	Esphyr Slobodkina
Chicka Chicka Boom Boom	John Archambault
Clifford, the Big Red Dog	Norman Bridwell
Corduroy	Don Freeman
Curious George	Hans Augusto Rey
*Giving Thanks**	Chief Jake Swamp
Goodnight Moon	Margaret Wise Brown
Green Eggs and Ham	Dr. Seuss
Guess How Much I Love You	Sam McBratney
Horton Hatches the Egg	Dr. Seuss
How the Grinch Stole Christmas	Dr. Seuss
If You Give a Mouse a Cookie	Laura Joffe Numeroff
Jumanji	Chris Van Allsburg
Lilly's Purple Plastic Purse	Kevin Henkes
Love You Forever	Robert N. Munsch
Math Curse	Jon Scieszka
Oh, The Places You'll Go	Dr. Seuss
Stellaluna	Janell Cannon
Strega Nona	Tomie De Paola
Sylvester and the Magic Pebble	William Steig
The Art Lesson	Tomie De Paola
The Cat in the Hat	Dr. Seuss
The Complete Tales of Winnie the Pooh	A. A. Milne
*The Gift of the Bitterroot**	Johnny Arlee
*The Good Luck Cat**	Joy Harjo
*The Little Duck – Sikihpsis**	Ruth Cuthand
The Little Engine That Could	Watty Piper
The Little House	Virginia Lee Burton
The Lorax	Dr. Seuss

The Mitten	Jan Brett
The Napping House	Audrey Wood
The Paper Bag Princess	Robert N. Munsch
The Polar Express	Chris Van Allsburg
The Rainbow Fish	Marcus Pfister
The Runaway Bunny	Margaret Wise
The Snowy Day	Ezra Jack Keats
The Tale of Peter Rabbit	Beatrix Potter
The True Story of the Three Little Pigs	Jon Scieszka
The Velveteen Rabbit	Margery Williams
The Very Hungry Caterpillar	Eric Carle
Where the Wild Things Are	Maurice Sendak
*Where Did You Get Your Moccasins?**	Bernelda Wheeler
Wilfrid Gordon McDonald Partridge	Mem Fox

Suggested Literature – Theme Books List

Social Skills

A Pig Tale	Olivia Newton-John
*Baby Rattlesnake**	Te Ata
Jamaica Tag-Along	Juanita Havill
*Mali Npnaqs: The Story of a Mean Little Old Lady**	Johnny Arlee
My Dog Never Says Please	Suzanne Williams
My First Day of School	P.K. Hallian
Please Say Please	Margery Cuyler
Rachel Parker, Kindergarten Show-Off	Ann Martin
Rainbow Fish	Marcus Pfister
*Red Parka Mary**	Peter Eyvindson
The Thingumajig Book of Manners	Irene Keller
Yo! Yes?	Chris Raschka

Self/Family

A Kissing Hand	Audrey Penn
Count the Ways Little Brown Bear	Jonathon London
I Like Me	Nancy Carlson
I Love You Stinky Face	Lisa McCourt
I Want One Too	Brenda Ehrmantraut
*Jingle Dancer**	Cynthia Leitich Smith
The Little Lump of Clay	Diana Engal
*Shi Shi-etko**	Nicola J. Campbell
*The Moccasins**	Earl Einarson
Welcome Song for Baby: A Lyllaby for Newborns	Richard Van Camp

Colors

Mouse Paint	Ellen Walsh
Red Bear	Bodel Rikys

Who Said Red?	Mary Serfozo

Rhymes

Duck, Duck Goose	Karen Beaumont
Eat Your Peas, Louise	Pegeen Snow
Inside A House That Is Haunted	Alysa Capucilli
Is Your Mama A Llama?	Steven Kellogg
Inside A Zoo In The City	Alyse Capucilli
*Just A Walk**	Jordan Wheeler
Mrs. McNosh Hangs Up Her Wash	Sarah Weeks
One Duck Stuck	Phylis Root
*Powwow's Coming**	Linda Boyden
There's A Dragon In My Wagon	Kent Salisbury

Snow/Winter

A Silly Snowy Day	Michael Coleman
*Coyote Stories**	Various Tribes of Montana
Do Like Kyla	Angela Johnson
Flip and Flop	Dawn Apperly
Snow Is Falling	Franklin Branky
Tacky the Penguin	Helen Lester
The Hat	Jan Brett
The Jacket I Wear In The Snow	Shirley Neitzel
The Little Red Sled	Scholastic
The Mitten	Jan Brett
The Snowy Day	Ezra Keats
There Was A Cold Lady Who Swallowed Some Snow	Lucille Colandro
Trouble With Trolls	Jan Brett
*Whale Snow**	Debby Dahl Edwardson
Winter Is Here	Kimberly Weinberger

ABC's (general)

Alphabet Series	Elizabeth Moncure
*Chicka Chicka Boom Boom(*teaching Capital Letters)	Bill Martin Jr.
*Many Nations**	Joseph Bruchac
Q Is For Duck	Mary Elting

ABC's (Used to integrate with letters of the alphabet.)

A

Hey, Al	Arthur Yorinks & Richard Egielski
The Apple Pie Tree	Zoe Hall
The Apple Thief	Noreen Cotter

B

A Pocket for Corduroy	Don Freeman
Better Not Get Wet, Jesse Bear	Nancy Carlstrom
Brown Bear, Brown Bear What Do You See	Bill Martin Jr
Corduroy	Don Freeman
Gotcha!	Gail Jorgensen
*How the Chipmunk got His Stripes**	Joseph Bruchac & James Bruchac
It's the Bear	Jez Alborough
Jamberry	Bruce Degen
Let's Go Home Little Bear	Martin Waddell
The Day Jimmy's Boa Ate the Wash	Trinka Hakes Noble & Steven Kellogg
To Battle a Boa	C. Imbior Kudrna
We're Going on a Bear Hunt	Michael Rosen
Where's My Teddy	Jez Alborough

C

Cindy Ellen	Susan Lowell & Jane Manning
Click, Clack, Moo: Cows That Type	Doreen Cronin
Cookie's Week	Cindy Ward
The Cat Barked	Lydia Monks
The Doorbell Rang	Pat Hutchins

D

Daisy Comes Home	Jan Brett
Danny and the Dinosaur	Syd Hoff
The Cat Barked	Lydia Monks
There's No Such Thing As a Dragon	Golden Press

E

Ella the Elegant Elephant	Carmella D'amico & Steve D'amico
Stand Back Said the Elephant, I'm Going to Sneeze	Patricia Thomas and Wallace Tripp

F

Big Al	Andrew Clements
Flossie and the Fox	Patricia McKissack & Rachel Isadora

Fly Flew In	Lisa Westberg Peters
Swimmy	Leo Lionni

6

Go, Dog, Go	P.D. Eastman
How Groundhog's Garden Grew	Lynne Cherry
One Gorilla	Atsuko Morozumi

H

Harry and the Lady Next Door	Gene Zion
Harry the Dirty Dog	Gene Zion

I

I'm Not Cute	Jonathan Allen
Itchy, Itchy Chicken Pox	Grace MacCarone & Betsy Lewin

J

Bread and Jam for Francis	Russell Hoban
Jillian Jiggs	Phoebe Gilman

K

Curious Little Kitten Around the House	Linda Hayward
Katy No-Pocket	Emmy Payne
The King's Flower	Mitsumasa Ano

L

Hippo Lemonade	Mike Thaler & Maxie Chambliss
Lentil Soup	Joe Lasker
Lucille	Arnold Lobel
*The Little Duck – Sikihpsis**	Beth Cuthand

M

Five Little Monkeys Jumping on the Bed	Eileen Christelow
Five Little Monkeys Play Hide-and-Seek	Eileen Christelow
Five Little Monkeys Sitting In a Tree	Eileen Christelow
Five Little Monkeys with Nothing To Do	Eileen Christelow
If You Give a Moose a Muffin	Laura Numeroff
If You Give a Mouse a Cookie	Laura Numeroff
Madeline books	John Bemelmans Marciano
Mouse Count	Ellen Walsh
Mouse Paint	Ellen Walsh

N

Nettie Jo's Friends	Patricia McKissack
The Napping House	Audrey Wood & Don Wood

O

Olivia	Ian Falconer
Orson Blasts Off	Raul Colo'n

P

If you Give a Pig A Pancake	Laura Numeroff
Petunia	Roger Duvoisin
Piggies	Audrey Wood
The Wonderful Pigs of Jillian Jiggs	Phoebe Gilman

Q

May I Bring a Friend	Beatrice deRegniers & Beni Montresor
Q Is For Duck	Mary Elting
The Queen Always Wanted to Dance	Mercer Mayer

R

Rainy Day	Patrician Lakin & Scott Nash
The Little Red Hen	Jerry Pinkney
The Wheels on the Race Car	Alexander Zane

S

Eensy-Weensy Spider	Mary Hoberman
Itsy Bitsy Spider	Keith Chapman
Miss Spider books	David Kirk
Sam and the Tigers	Julius Lester & Jerry Pinkney
Sammy the Seal	Syd Hoff
Slippery Snake	Tony Hutchings (The Giggle Series)

T

Ted	Tony DiTerlizzi
*Tee Pee, Sun & Time**	The Indian Reading Series
Tiger, Tiger	Dee Lillegard & Susan Guevara
Yertle the Turtle	Dr. Seuss

U

Great Day for Up	Dr. Seuss
Umbrella	Taro Yashima

V

A Very Hungry Caterpillar	Eric Carle

W

Betsy Who Cried Wolf	Gail Carson Levine & Scott Nash
Hooray for Wodney Wat	Helen Lester & Lynn M. Munsinger
*The Good Luck Cat**	Joy Harjo
Wacky Wednesday	Theo LeSieg
Whale Snow	Debby Dahl Edwardson & Annie Patterson

X

Bad Kitty	Nick Bruel

Y

Poor Puppy	Nick Bruel
Yo! Yes?	Chris Raschka

Z

How the Zebra Got Its Stripes	Ron Fontes & Peter Grosshauser
If I Ran the Zoo	Dr. Seuss
Put Me in the Zoo	Robert Lopshire

Counting Books (Books for integrating math and reading)

Book Title	**Author**
Bears at the Beach	Niki Yektai
Cat Count	Betsy Lewin
Count on Clifford	Norman Bridwell
Count	Denise Fleming
Counting On Calico	Phyllis Tildes
Counting With My Friends	Keith Faulkner
Dinosaur 123/ABC	Jan Lewis
Mouse Count	Ellen Walsh
*My Arctic 1,2,3**	Michael Kusugak
One Gorilla	Atsuko Morozumi
One Hungry Monster	Susan Heyboer O'Keefe
*Pispiza wan Wayáwa Lyaye/ Prairie Dog Goes to School**	Delores Taken Alive
Ten Black Dots	Donald Crews
Ten Little Ducks	Franklin Hammond
Ten, Nine, Eight	Molly Bang
*Thathánka na Wáta/The Buffalo and the Boat**	Kayo Bad Heart Bull
The Right Number of Elephants	Jeff Sheppard
*Two Pairs of Shoes**	Esther Sanderson
Who's Counting	Nancy Tafuri

Farms

Big Red Barn	Margaret Brown
Going To Sleep On the Farm	Wendy Lewison
How Ducklings Grow	Diane Molleson
Inside a Barn In the Country	Alysa Capucilli
The Cow that Went Oink	Bernard Most
The Farm Book	Jen Pfloog, Golden Press
The Nest Book	Kathleen Daly
Wake Up, Wake Up	Brian Wildsmith

Classroom Resources to Educators

Book Title	**Author**
More than the ABC's: The Early Stages Of Reading and Writing	Judith A. Schickendanz
More Story Stretchers, More Activities to Expand Children's Favorite Books	Shirley C. Raines & Robert J. Canady
The Story Box in the Classroom	Andrea Butler, Author, Kate Lovett, Editor

APPENDIX F
AN INSTRUCTIONAL MODEL

THEME-BASED STUDY

Theme-based studies organize curriculum around big ideas that connect standards to authentic learning contexts. A theme-based study is a directed effort, not a grab bag of loosely connected concepts. The flexibility of a theme-based study allows it to be modified to support instruction across multiple domains. As a requirement, the theme must be broad enough to accommodate the process skills and content knowledge necessary to meet state standards.

Building a Theme for your Class

1. Choose an idea that has relevance to your students' interests or experiences and aligns with the Montana Full-Time Kindergarten Model Curriculum.

2. Develop a simple focus statement that summarizes the direction and intent of the theme.

3. Create a Web or outline with the theme as the center or focus.
   - Identify and list three or four elements of learning relating to the theme at the center.
   - Add areas of the curriculum to the Web or outline.
   - Identify specific ELEs for each of the curricular areas.
   - Provide space on the Web or outline for additions as students discover possible extensions.

4. Activate the prior knowledge of students using a variety of strategies.
   - Develop a KWL chart.
     - KNOW-what we already know about the topic
     - WANT-what we want to learn about the topic
     - LEARN-what we learned about the topic
     - Keep the chart throughout the inquiry so that new questions an information can be added.
   - Brainstorm
   - Interactive dialogue

5. List and describe the explorations, experiments and activities for each curricular area. Develop daily lesson plans utilizing a variety of instructional approaches and strategies such as:
   - Groupings (whole group, small group, individual, cooperative learning)
   - Differentiated instruction based on:
     - Multiple intelligences
     - Learning styles
     - Student needs (Intellectual/Academic, Physical, Creative, and Social/Emotional)

6. Identify and locate resources and instructional materials.
   - Create a bibliography
     - Literature

- Web site
- Media

- Incorporate community resources
  - Field trips
  - Guest speakers (community members, family, older students)

7. Initiate and maintain home-school-community connection throughout the process of researching and exploring the theme.
   - Communication
     - Newsletter
     - Web page
     - Soliciting suggestions and assistance from home
     - At home projects (family, friends, community members)
     - Traveling books
     - Send home completed projects
   - Invitations to Family/Community
     - Luncheon
     - Plays
     - Mentor activities
     - Science fair
     - Art show

8. Plan at least one culminating activity that engages students in meaningful summarization of their discoveries and leads to new ideas, understandings and connections.

9. Devise meaningful and appropriate assessments and evaluations that are ongoing throughout the theme.
   - Observations
   - Conferences
   - Anecdotal records
   - Student journal writings
   - Projects and work samples

Sample Theme-Based Study
"Community"

Becoming a community of learners is a major focus of the kindergarten year. All children, upon entering school, have had some experience with groups, either informally in a family or formally in preschool or child care. Children come to school with some understanding of roles and rules within groups and in different settings. These experiences help build the understanding of individual roles and responsibilities and the characteristics of a community.

Suggested Essential Question " Community"

1. Why do we have rules?
2. What are my roles and responsibilities as a community member?
3. How are communities different and yet the same?

The authors of this guidebook have intentionally left space between each of the Content Standard sections for the teacher to add activities and be able to use this as a working document.

Sample "Community" Theme-based Study Activities

SOCIAL STUDIES

1. Post the three Big Questions on the KWL (Know, Want to know, Learn) chart.
    - Why do we have rules? **http://www.opi.mt.gov/PDF/IndianEd/Resouces/EssentialUnderstandings.pdf** What are my roles and responsibilities as a community member?
    - How are communities diverse?

2. Chart all communities we participate in—church, team, family, tribe, neighborhood, school and city.

3. Draw job/roles you play in two different communities.
    - Divide a sheet of paper into four sections. Head the top squares with the names of the communities in which you participate; i.e., soccer, home.
    - Draw a picture in the box below the heading boxes to illustrate your role.

4. As a class create a mural-sized map of the school campus. Label the locations, people and directions on the map.
    - Directly instruct the drawing of individual maps of the classroom. Label parts with names you have printed ahead of the process. As an extension, ask children to pretend they are hanging from the lights and looking down on the classroom. This is how we will draw the map.

5. Introduce the globe and model it's path around the sun. Where are we? What about the moon? What is the purpose of the globe? Why isn't it bigger?

6. Talk about and record the needs of our class community. Discuss the calendar and its purpose. Talk about today, yesterday, tomorrow, months, days, year, week and date. How will our needs change with time, as the weather changes or as we gain and lose people?

7. Visit a museum to see the changing needs over time. Compare and contrast today and yesterday. Observe an apple tree throughout the seasons. Have children make models of an apple tree throughout the seasons of the year. What 'needs' change for the tree's survival throughout the year? Look at the trees around the school in the fall, winter and spring.

8. Set up role-playing to compare and contrast if we lived in the jungle, in the Arctic or on a dessert island. How would our rules change for individuals and groups? Invite families to participate in this discussion through letters or e-mail home.

9. Ask your families to come to a class planned and cooked lunch to share what we know about becoming a community. Sing songs and do finger plays about communities and rules; i.e., Little Bunny Foo Foo, Wheels on the Bus.

READING, WRITING AND LITERATURE

1. Begin developing a vocabulary collection for each child. Provide each child with a ring or build an index card box decorated as a school to place the cards in throughout the study. Give each child a colored index card for each of the words introduced. Begin the study using the word community. Hand children a card with preprinted words on one side. Copy the word on the opposite side with a single word definition.

2. Write community on the board. Ask children to discuss the word and check to see if anyone has an understanding of community. Define community or group and talk about groups to which we belong. Complete the card and file on the ring or in the box. Reread and discuss the vocabulary words throughout the day and over the course of the study. Check for understanding throughout the school year.

3. Read a book illustrating a community. Some possible choices are "The Little Red Hen", "The Gingerbread Man", "Frog and Toad", "The Three Little Pigs" and other favorite stories that lend themselves to story mapping and script development. In this sample study we are using "The Little Red Hen". Begin a discussion about "The Little Red Hen" and her community or group she belongs to in the story. Relate to our belonging to the school community.

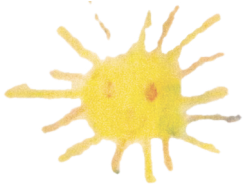
4. Create a KWL chart, What we already Know about community, What we Want to know about community, What we have Learned about community. Post the chart for the duration of the study and add ideas as they arise and research as it happens.

5. Create ABC books focusing on:
   careers of school and community workers,
   things we find in our school community, and
   environmental print in and around the school community.
   These could either be individual books or class books, incorporate the use of tools, pencils, scissors and staplers to construct the books and art materials for illustrations. Read the books individually, to buddies, small groups or as a class.

6. Give children small frames made from index cards to find and frame, individual letters, sounds, words and phrases on the KWL charts or the ABC books. Count the number of specific letters, sounds, capital letters, or words.

7. Read and reread the KWL chart and cover words with sticky notes to create a cloze exercise. Read as a class and ask the children to fill in the missing words. This can be targeted to specific children or specific skills.

8. Write class stories.
   Interviews between students,
   Photo of each student and list their strengths, or
   What do we do at school?



9. Create a book
   "Meet Our Class"
   "How We Help Make Our Class a Community"
   Children describe jobs and ways to help others in the class, illustrate with drawings or photos of kids modeling behavior. Use this book as a class reference when seeking helpers. (Who can show us how to wash the tables, write the number 5, etc.)

10. Journal/log of observations
    Class rules, Ant Farm

11. Make this a multi-sensory journal, "What did you see, hear, feel, taste, or smell?"

12. Keep a class timeline of school events, student timeline of his life.

13. Pen pals from other communities; i.e., within school, within district or state, with other states and countries. How are we alike and different? Talk about address diversity.

14. Create class or small group poems using the words community, group, team, roles, jobs and rules.

15. Develop a script for a play based on *The Little Red Hen.*
    - Read *The Little Red Hen* to the class. Ask them to predict actions as you move through the story. Identify and chart the problems in the story. Discuss and study the word cooperation and its role in community building. Ask for predictions about the solutions. Identify and discuss the characters and setting.
    - Reread the story until the class can tell the events in their own words without your assistance.
    - Write the significant changes to wording in your copy of the story and use that as your script.
    - Make a class story map and label characters and places. Ask for suggested additions.
    - Choose children to play story parts, including some kids who are the wheat and the chicks.
    - Practice saying or doing the movements that will make the skit flow and give children cues to speak or act. Make scenery, costumes, invitations, programs, and playbills.
    - Design a template for a poster that leaves out the beginning, middle or ending sounds, requires the insertion of capital letters or punctuation marks, and uses how, what, when and where.
    - Create posters advertising the play to display and present to other classrooms.
    - Identify the roles in the Red Hen's community, who had the jobs, what rules were followed and what worked. Talk about roles and rules that would have made this community work more effectively and happily for everyone.
    - Discuss and develop a rubric to evaluate personal performance. (Look at the Art activities relating to the play.)

WORKPLACE SKILLS

1. As a class, decide what a 'working community' will look like in school. Develop a list of the jobs that will keep the community functioning. Consider ways to assign jobs and vote on a method of assigning work. Begin assigning jobs.

2. Explain what a guest speaker is and discuss how an audience will behave. Model, practice, and experience being an audience. List the important rules to remember when being an audience. Post for easy reference in the room.

3. Using the same procedures as for audience behavior, explain field trips and how we act. Model, practice, review.

4. Write Thank you notes individually, as small groups or as whole class.

5. Create stick puppets illustrating each of the school personnel. Label and attach a simple explanation of responsibilities. Ask each child to hold one puppet. Play various games using the labels and ask for the responsibilities or how to locate that person in the school. Role-play the parts each of these people play in the life of a school.

6. Work at team building through games such as a three-legged race or relays.

7. Model and practice manners when meeting new people, waiting for a turn, asking to join in a game, when another adult walks in to talk to your teacher, classroom visitors, helpers from around the school or community, talking to adults, interrupting another classroom, walking down the hall, lunchroom etiquette, recess, drink line, arrival into and dismissal from class.

MEDIA LITERACY

1. Using archives, photos, speakers and personal experiences, compare and contrast teaching and learning communities.
   - Past to the present
   - Early American Indian and settler
   - Foreign country

2. Graph similarities and differences.

3. Compare and contrast changes over time.
   - Tools, clay models or toys
   - Manners, try several methods
   - Transportation, build models
   - Clothing, create paper dolls to illustrate
   - Foods, cook a variety of samples
   - Entertainment, games
   - Reading materials

4. Visit museums, design and build classroom or school museum to display changes.

TECHNOLOGY

1. Use a digital camera to create photographic classroom books.
    - Travel around the school
    - People in our building
    - ABC books
    - Journaling of classroom speakers
    - Log of changes in the ant farm community
    - Role-playing jobs, rules, manners

2. E-mail family members/buddy, class/pen pals.
    - Accomplishments
    - Projects
    - Upcoming events
3. Learn telephone, intercom, mail etiquette.

4. Use Web quests on careers and community.

5. Experience the writing process as a whole class. Ask each child to draw one item on overhead paper. No names go on the overhead. Have numbers on the sheets prior to passing out. Let each child write a label next to his/her item. Talk about editing our work. Gather the work into an anonymous pile. Place items on the overhead one at a time to work on the dictionary spelling of the labels. Demonstrate how you would edit your own picture label. Return the sheets to owners with a blank piece of paper. Let the children redraw the item and label it using the edited spelling. Sign your names and display.

HEALTH ENHANCEMENT

1. Classroom safety
    - Develop scenarios to explain, model and practice.
        - Classroom safety, scissor, pencil, glue practices
        - Walking in the building and personal space
        - Caring for classroom materials and space
        - Fire and earthquake drills
        - Stranger danger
        - Self-help skills, hand washing, sneezing, clothing
        - Pet care
2. Role-play
    - Use puppets
    - Create cartoons showing care and respect within our class community

3. Play cooperative games
    - Discuss and model
        - Taking turns
        - Waiting
        - Fairness
        - Rules

4. Create a classroom café
    - Make a blueprint or map of how to set up the room
    - Talk about health issues in a café
    - Model and practice washing hands and dishes
    - Model and practice safe use of utensils and appliances (mixer, stove, microwave, blender)
        - Practice setting the table and serving the food
        - Design a menu
        - Write a grocery list
        - Shop
        - Prepare a meal
        - Practice inviting people into the café and seating them
        - Practice taking orders and filling them

SPEAKING AND LISTENING

1. Do a think-pair-share activity while developing the KWL chart.

2. As a class create a recipe to cook and share within the school or class community.
   Follow simple directions while cooking the recipe.

3. Build aluminum can telephone by following simple three-step directions.

4. Practice listening to a friend's show and tell, invitation to play at recess or retelling of a short story.
   - Tell the friend the important parts of the conversation.

WORLD LANGUAGES

1. Discuss the word communication.
   - Give each child a piece of paper to illustrate three different ways to communicate. Decide on one piece of information that you want to communicate to your families. Choose three ways to pass on the information, for example, a letter, sign language, speaking, a drawing or by acting it out.

2. Begin a list titled, "How many ways do people communicate?"
   - Survey other people in the school to add to your list.
   - List and show the variety the class discovers.

3. Extend the discussion of using words to communicate.
   - Introduce someone who uses a language not common to the entire class. Do all people use the same words when communicating? Add in the use of sign language. Post common signs around the room. Would it be easier for all people to learn sign language or to try to learn all of the languages of the world? Why or why not?

4. Contact tribal education departments or Indian Education staff to teach words from local tribes, such as color words, numbers, greetings, etc. Post the words on the wall to be used throughout the year. (Identify community resources, i.e., community colleges.)

Blackfeet CC	bfcc.org	Little Big Horn CC	bhc.edu
Chief Dull Knife CC	cdkc.edu	Salish CC	skc.edu
Fort Belknap CC	fbcc.edu	Stone Child CC	stonechild.edu
Fort Peck CC	fpcc.edu		

www.opi.mt.gov and click "Indian Ed," then "Indian Education for All"

Indian Education for All, Essential Understandings

Suggested Indian Education Book List

www.opi.mt.gov/indianed2/IEFAbackground.html

Indian Education for All, Essential Understandings

http://www.opi.mt.gov/pdf/indianed/resources/essentialunderstandings.pdf

5. Research ant communication from your class ant project.
   - Compare and contrast to the communication we use in our classroom.

6. Turn *The Little Red Hen* into a pictograph.

7. Read *Niwechihasw, I Help* by Caitlin Dale, a book about working and helping written in English and Cree.

ARTS

1. Create a model of any historic Montana American Indian community and a model of a current local community.
    - Compare and contrast: housing, jobs, transportation, etc.

2. Read "The Little Red Hen"
    - Map the story on large paper as a class, label characters and setting.
    - Explain that you will be producing a play based on the story.
    - Decide which characters and locations are important to the story.
    - Add any characters or parts that will help to include all children in the production.

3. Reread the story several times leaving out information and specific words to be filled in by the class as you read. Practice retelling the story in the children's words. They should each be able to tell the story to a buddy.
    - Make notes of special wording in your copy of the story.
    - Begin assigning parts and practice the play, first just as a retell in the literacy circle and then begin to incorporate movement and music or rhythm.
    - Discuss making a set and costumes. List what scenes you want to create and which costumes you will need.
    - Arrange a field trip to a local high school, college or theatre group to learn about designing sets and costumes.
    - Begin creating a set and costumes. Show the class a variety of illustrations showing setting or costuming.
    - Layout jobs for each child. Make a chart with names and jobs that will help us complete the set.
    - Develop rules to work by with the class. Why will we need rules? How will we care for our products? Journal "What is my job/role?" "What will happen if I don't do my job?" After the work is complete, reflect on the work and how well the rules were followed. "Did we work as a community?"
    - Design, create and distribute posters, invitations, programs or playbills.
    - Have students discuss the poster with a buddy, an adult working in the building or present to another class.
    - Talk with a partner in the room expressing what you like about your poster and what you might change if you were to do it again.
    - Develop a press release to announce the play. Include a couple of the cast members in each announcement.
    - Present the play to families and friends in the school. In the welcome invite the audience to view the play with the word community in mind. Is this a working community? Why or why not? What might improve matters?

At the close of the play invite the audience to participate in a discussion of what would have made this community work better, who could have done more and why. Make a chart of the ideas.

4. Have each child do a self-evaluation. This evaluation would address objectives such as voice, movement, listening to other actors and respecting the audience. Talk about the evaluation before and after the presentation.

SCIENCE

1. Create a KWL chart for the study of ants.
   - Construct or order an ant farm.
     a. Build the word survive into the class vocabulary.
     b. Discuss why the ants may or may not survive.

   - Discuss, model and practice using the five senses. Use the senses to observe and collect information about ants, an ant farm and other ant communities.

   - Build an anthill mural labeling rooms and jobs.
     a. Chart what ants need to survive.
     b. Chart our survival needs.
     c. Using a Venn diagram, compare and contrast our needs to an ant's needs.

   - Research and discuss how ants work together to care for their colony/community. Does this make life better for the individual ants? What about compromise?

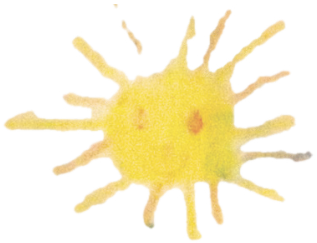
   - Set up a mealworm habitat. Observe the worms through their lifecycles and watch for cooperation, roles, and needs. How are ants and mealworms alike and different?

   - Trace a human body and create a giant ant body.
     a. On the body list how we care for our environments and the people in them (school, park, playground).
     b. On the ant body list how ants care for their environment and the ants in it.
     c. Attach a string to common traits between the human and ant sheets.

   - Extend these activities to include pets at home or others in the class.
     a. What do all pets need?
2. Introduce living and nonliving.
   - Use your research to help answer the question "What do all living things need?"
   - Extend to needs in other habitats.
   - Build dioramas to illustrate the changing needs inside and outside, cold and hot, in water or on land, and weather and seasonal changes.
3. Introduce plant life cycles.
   - Incorporate into the " The Little Red Hen" story using wheat as an example.
   - Invite a baker or a class parent to come into the class and demonstrate the making of bread.
   - Bake bread.
     a. Write a recipe
     b. Write the grocery list
     c. Organize the tools
     d. Shop
     e. Assign jobs
     f. Bake and eat
4. Plant a classroom garden in a wading pool.
   - Discuss needs
   - Assign jobs/rotate jobs
   - Reflection
   - Harvest/ celebrate

5. Design a celebration around plants; choose a community cause as a benefit.
    - Make several dishes of plant items, fruit salad, green salad, juices, pie
    - Create plant jewelry
    - Design plant stationery
    - Print pillowcases, towels, and washcloths with plant stencils made of potatoes, apples, etc.
    - Operate the celebration as a luncheon and store
    - Practice pricing items, selling, making change
    - Invite staff, neighbors, friends, and families
6. Use the BSCS 5 E's Instructional Model (Engage, Explore, Explain, Elaborate, Evaluate as a means to direct and focus any lesson (see pp. 39-40) (Bybee, et al).

MATH



1. Create and read maps
    - Classroom
    - School
    - School campus
    - Neighborhood
    - Story mapping
        a. Use maps for:
            - Measurement
            - Directions
            - Sorting, size, sequence
            - Counting
            - Numeral recognition and printing
            - Labeling

2. Develop routines for your classroom community as opening exercises.
    - Counting the children present by 1's, 2's, 5's, etc.
    - Counting backward from the total expected to the number missing
    - Create an addition or subtraction problem using those present and absent. "How many more are needed to have a full class?", etc.
    - With calendar activities be sure to include: day, date, month, week, before, after, yesterday, today and tomorrow. Rotate assigning calendar routine to children.
    - Play the Hiding Game
        a. Cover a date and ask children to guess what number is missing.

3. Build graphs of our class community.
    - Discuss, model and practice making various types of graphs.
        a. Concrete, pictorial, written, symbolic, bar graph, pie graph
    - Possible topics
        a. Pets in your family
        b. How many people live in your house?
        c. Brothers and sisters
        d. Boys and girls
        e. Ages of students
        f. How we get to school
        g. Birthdays
        h. Favorite sport, book, movie, ice cream, fruit, vegetable
            - Use the graphs for number recognition, creating cognitively guided instruction (CGI) problems, greater than, less than, number sentences.

4. Design problems structured to use various problem-solving strategies based upon CGI.
    - Example: There are six birthdays in March. There are three birthdays in May. How many more birthdays are there in March than in May?
    - Give the children a variety of tools to problem solve, cubes, markers and paper, rulers, dry erase boards.

- Allow time for the children to solve and walk around the group to listen to strategies.
- Ask students to share ideas with a neighbor.
- Call on at least four children to share four different strategies that worked.
- Ask these children to tell exactly what steps they took and what they were thinking.
- Compare and contrast the answers using a Venn diagram.

5. Place hula-hoops on the floor; give children objects representing all characters and locations in *The Little Red Hen*. Do the same using objects representing people and locations in the school. Place in diagram and see if any are placed in the center overlap (intersection). Change the topic and look for overlaps.

6. Create patterns or identify patterns
   - Children in the room
   - Creating rhythms for the movement in a play
   - Creating costumes
   - Daily schedule on the board
   - Clothing
   - In nature
   - Create auditory, concrete and pictorial patterns

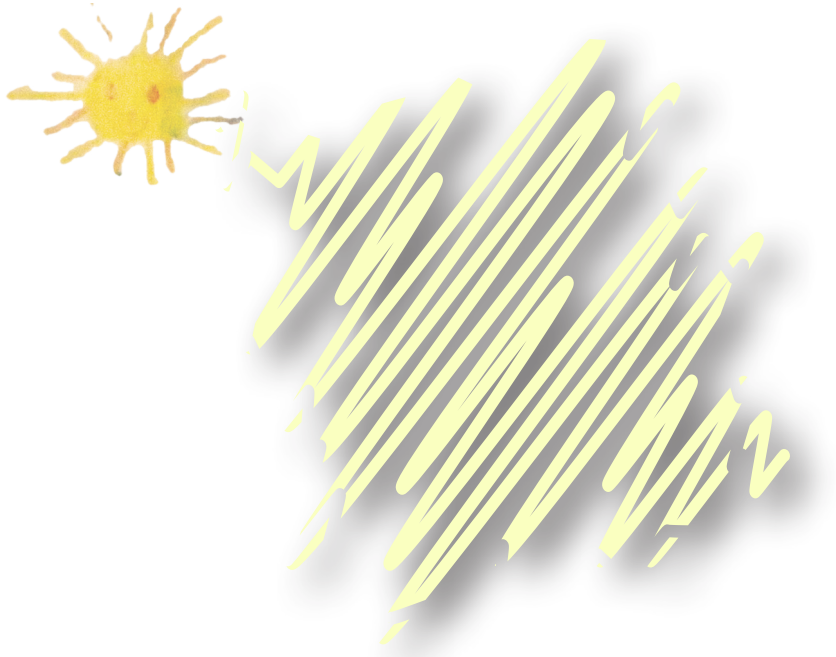
7. Create student-made calendars outlining class activities and events as well as the routine of each week.

8. 1-1 correspondence—Give each child a baggy.
   - Ask each child to fill it with as many cubes as there are people at their house.
   - Add a slip of paper with the question, "How many people are at my house today?"
   - Send the bag home and have the children check to see if they are correct.
   - Return the bags and, as a class, count how many people there were altogether.
   - **Fill a baggy with as many cubes as there are children in your group and then match one cube to each child in your group.**
   - **Fill a bag with as many children as are in your room.**
   - Check to see if you can match one cube to one child in the class. All children will have one cube with no cubes left over.
   - Count the cubes. Count the children. Are the numbers the same or equal?

LIBRARY MEDIA

1. Look for media that illustrates a variety of communities of different cultures.
    - This could be a collection of art, Web sites, photographs, newspapers, magazines or book illustrations, etc.
    - Read and check out books discussing various careers in more than one culture. Include past and present careers.

2. Visit the local library.
    - Plan ahead and send questions to the librarian before you take the field trip.
    - Give children specific questions to ask the librarians.
    - Include a discussion of how the library is funded and how various groups use the library.



CULMINATING ACTIVITIES

SHARING/CELEBRATIONS/EVENTS FOR "COMMUNITY" STUDY

1. Weekly newsletter updating families on class activities.
2. Student take-home calendars highlighting field trips and special days throughout the month.
3. Host a family picnic featuring foods prepared by the class.
4. Present a play: *The Little Red Hen* (See Section on Arts)
5. Invite families to a brown bag lunch once a month to show student's work and demonstrate skills.
6. Host a community event featuring artworks or science and math projects.
7. Make and deliver cards or gifts to the neighborhood in appreciation of their support: Harvest baskets, winter greetings, spring flowers.
8. Open a café.
9. Set up a store for plant items and serve a luncheon to benefit a community cause.

RESOURCES FOR "COMMUNITY" ACTIVITIES

Books

Ant Homes Under The Ground Lawrence Hall of Science
University of California at Berkeley

The Complete Resource Book: An Early Childhood Curriculum
Pam Schilling and Kay Hastings

The Intentional Teacher: Choosing the Best Strategies for Young Children's Learning
(Chapter 5) Ann S. Epstein NAEYC Item #165

ASSESSMENT RESOURCES

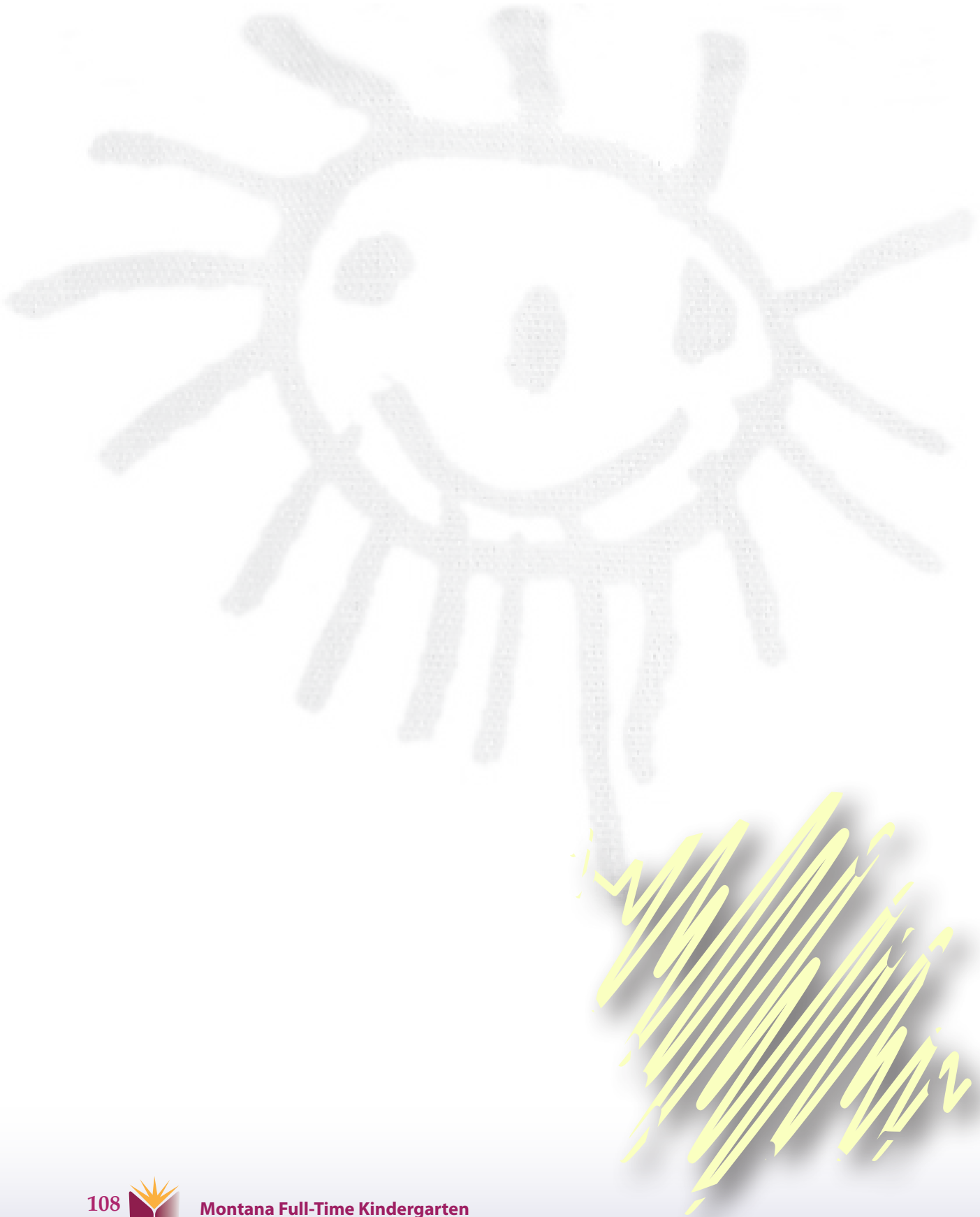
Brassard, Marla R., and Ann E. Boehm. (2007). *Preschool Assessment: Principles and Practices*. New York: The Guildford Press.

Karnes, F. and Stephens, K. (2010) *Assessment Tools for Gifted Children: Screening, Identification, and Evaluation,* Love Publishing Company

Scoring Guide for Student Projects
Electronic Quizzes
http://quiz.4teachers.org
http://rubistar.4teachers.org
http://school.discovery.com/quizcenter.html
http://teachers.teach-nology.com/web_tools/rubrics
http://www.funbrain.com
http://www.hishelpinschool.com/adaptation/modadapt.htm.#rubric
http://www.ncrtec.org/tl/sgsp/index.html

Rubrics, Rubric Maker

EDUCATORS' GLOSSARY



EDUCATORS' GLOSSARY

Note: Definitions that include "ARM 10.55.602" at the end of the definition have been previously adopted into the Administrative Rules of Montana by the Montana Board of Public Education.

Accelerated instruction: faster presentation of content to more closely match the speed at which gifted students learn.

American Indian: Native Americans in the United States**.** Tribal members usually prefer to be identified by their tribal name.

Anecdotal record: informal record of a child's performance and/or interactions by the teacher.

Assessment: Assessment means the gathering, organizing, and evaluation of information about student learning in order to monitor and measure the effectiveness of the instructional program (ARM 10.55.602)

Asynchronous: not occurring at the same time. "Asynchronous" refers to content, instruction and communication between participants (e.g., students and teachers) that occurs at different times, the period of which may vary by circumstance (e.g., e-mail, threaded discussions, homework, message boards) (*also synchronous)* (ARM 10.55.602)

Automaticity: fast effortless word recognition.

Benchmark: expectations for a student's knowledge, skills, and abilities along a developmental continuum in each content area. That continuum is focused at three points: the end of grade 4, the end of grade 8, and upon graduation (grade 12): (ARM 10.55.602)

Brain-based learning: theory that learning is based on the structure and function of the brain.

Calendar of Activities: Another term commonly used to describe *curriculum mapping*; usually, a calendar of activities is created as a means to ensure that appropriate ELE are planned for and occur across the entire instructional year, for a particular content area. This calendar is examined at frequent intervals and adjusted.

Certification: licensure of an educator/ specialist, as issued by the state of Montana, based on completion of an approved teacher, administrator or specialist program of an accredited college/ university. Certification includes grade level(s), endorsement(s) and classification: (ARM 10.55.602)

Choral reading: reading a specific passage aloud in unison with others.

Child-centered: Educational programs designed around the assumed characteristics and needs of the child, rather than of parents, teachers, or society.

Classification: ability to group objects by common attributes.

Cognitive development: the process, which begins at birth, of learning through sensory perception, memory, and observation.

Cognitively Guided Instruction (CGI): a problem-solving mathematics program designed to improve number sense and computation for students in kindergarten through third grades.

Collaboration: a strategy used to teach students how to work in groups to accomplish a common goal.

Comprehension strategies: teaching through direct explanation, modeling, guided practice and application.

Concrete experiences: students use objects/manipulatives in hands-on activities to enhance learning.

Contemporary: modern era in its generic sense, living, occurring, or existing at the same time; often also used as a synonym for «modern.»

Content Standards: Content standard: what all students should know, understand and be able to do in a specific content area, such as reading, mathematics, or social studies (ARM 10.55.602).

Conversation: dialogue between two or more people.

Cooperative learning: a teaching strategy combining teamwork with individual and group accountability. Working in small groups, with individuals of varying talents, abilities, and backgrounds, students are given one or more tasks. The teacher or the group often assigns each team member a personal responsibility that is essential to successful completion of the task.

Cultural diversity: the variety of human societies or cultures in a specific region, or in the world as a whole.

Curriculum: a detailed plan for teachers that provides information on what students need to learn and become proficient at by the end of a particular unit of study.

Curriculum map: A detailed plan for educators that provides information on what students need to learn and level of expected proficiency across the entire instructional year, for a particular content area. A map is examined at frequent intervals and adjusted.

Decentralization: the deliberate reassignment of decision-making authority from states or districts to local schools based on the beliefs that people who are closest to a situation make better decisions and that people work hardest when implementing their own decisions. The primary vehicle for school decentralization in recent decades has been site-based management, under which decision-making authority has been delegated to local schools, often accompanied by a requirement that schools establish representative school councils.

Diagnostic evaluation: an assessment used to identify a learner's specific areas of academic weakness or strength.

Differentiated Instruction: seeks to maximize each student's growth by meeting their diverse and individual learning needs and style.

Direct Instruction: an instructional approach to academic subjects that emphasizes the use of carefully sequenced steps that include demonstration, modeling, guided practice, and independent application.

Distance Learning: instruction in which students and teachers are separated by time and/or location with synchronous or asynchronous content, instruction and communication between student and teacher. (e.g., correspondence courses, online learning, videoconferencing, streaming video) (ARM 10.55.602).

Diversity: the ideology of including people of diverse cultural and religious backgrounds.

Emergent: the beginning process of developing a new skill, which is not yet at a proficient level.

Environmental print: print found in the environment, such as store names, menus, and signs that has meaning to children.

Essential Learning Expectation (ELE): skills that are introduced and developed to promote learner proficiency. **BOLDED ELEs indicate expected proficiency.**

Essential Vocabulary: identifies vocabulary specific to the content area for the teacher, and for students (examine the ELE vocabulary recommendations carefully for the particular content area, and determine the Essential Vocabulary for students). Usually, this means that a particular term is introduced (for example, *verb*), and students are expected (in speaking and writing) to know the term and its correct application in context.

Expand: to experience more depth or detail.

Explore: learning expectations that are introduced in the kindergarten year, not for mastery.

Fluency: ability to read text, accurately, quickly, and with expression and comprehension.

Formative Evaluation: assessments designed to evaluate students on a frequent basis so that adjustments in instruction can be made to help them reach the targeted learning outcomes.

Frustration level: level at which materials may be considered too difficult for a student to read successfully, even when given assistance.

Grapheme: a letter or letter combination that spells a single phoneme. In English, a grapheme may be one, two, three, or four letters, such as e, ei, igh, or eigh.

High-Frequency Words: 100 most commonly used words in the English language.

Independent Level: level at which a learner can successfully perform without assistance.

Integrated Curriculum: a way of teaching and learning that does not depend on the usual division of knowledge into separate subjects. Both integrated curriculum and interdisciplinary curriculum are intended to help students see connections, but unlike an integrated curriculum, an interdisciplinary curriculum draws its content from two or more identifiable disciplines.

Instructional Alignment: curriculum is aligned with standards, essential learning expectations and assessments.

Instructional Level: level at which a learner can successfully perform if given necessary assistance.

Lesson plans: Plans made by an educator to ensure appropriate instruction. This may include daily and weekly plans, curriculum maps of an entire year or segment of an instructional year, calendars of activities, and the like.

Metacognition: knowledge (i.e., awareness) of one's cognitive processes and the efficient use of this self-awareness to self-regulate these cognitive processes.

Multiple Intelligences: defines intelligence in eight areas: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalist.

Number Sense: counting, number words, order, positional size, shape, sorting, categorizing, and early geometry.

One-to-One Correspondence: to solve problems by matching sets and comparing number amounts and in counting objects to ten and beyond.

Online Learning: education activity in which instruction and content are delivered primarily via the Internet. Online learning is a form of distance learning. (ARM 10.55.602)

Onset: initial consonant or consonant cluster at the beginning of a word.

Partner reading: two students of similar ability read the same book, one finger pointing to the words, the other reads.

Performance Standard: means the specific expectations for performance in each content area at each of the three benchmarks. Performance standards define the quality of performance and describe the performance to be demonstrated. (ARM 10.55.602)

Phonemic Awareness: the ability to notice, think about, and work with the individual sounds in spoken words.

Phonics: forms of instruction to cultivate the understanding and use of the alphabetic principle.

Phonological Awareness: understanding of spoken word parts—syllables, onset, rime, rhyming and syllabication.

Play: an important part of the learning process that allows for teamwork, risk taking, and testing one's ability against others.

Portfolio: a collection of student work that demonstrates achievement for purposes of assessment.

Professional Development: See section on professional development in this document.

Proficiency: demonstrates solid performance for benchmark; demonstrates competency.

Program area standards: the subject matter Montana school districts are required to offer and the strategies and proven practices used to instruct. The program area standards include: communication arts, arts, health enhancement, mathematics, science, social studies, career and vocational/technical education, technology, workplace competencies, library media, world languages and school counseling. (ARM 10.55.602)

Program delivery standards: the conditions, practices and resources school districts are required to provide for all students to have educational opportunities to learn, develop and demonstrate learning to content and performance standards (ARM 10.55.602).

Rhyme: correspondence or terminal sounds of words or of lines of verse.

Rime: the vowel and consonant cluster at the end of a word.

Scaffolding: process where a child's learning occurs in the context of full performance.

Scientific process: ability to observe, predict, hypothesize, conduct an experiment and verify in a scientific setting.

Seriation: ability to place objects in order by length, weight or size.

Standards: identified learner goals and expected outcomes for specific content areas.

Strategies: a variety of methods used to increase student learning and success, which are based upon current performance and individual needs.

Student-led conference: a variation of the usual parent-teacher conference in which the student plays a major part. The student prepares for the conference and leads it by showing the parents or family members samples of his/her work, often in the form of portfolios, and discussing areas of strengths and weaknesses.

Syllables: word part that contains a vowel; or in spoken language, a vowel sound.

Synchronous: occurring at the same time. "Synchronous" refers to content, instruction and communication between participants (e.g., students and teachers) that occurs at the same time even though they may be in different physical locations. For example, instruction in which students and teachers are online at the same time so that a question can be immediately answered (e.g., telephone calls, face-to-face meetings, physical classrooms, chat rooms, and videoconferencing). *See also asynchronous.* (ARM 10.55.602)

Technology-delivered learning: instruction and content delivered via digital technologies (e.g., online, CD-ROM, DVD-ROM or learning experiences that involve primarily the use of computers). (ARM 10.55.602)

Theme-based study: a unit of instruction focused on a given theme that integrates all curricular areas aligned to specific learner goals and expected outcomes (i.e., Community and Family).

Traditional: Transmittal of elements of a culture from one generation to another, especially by oral communication. Customs and usages transmitted from one generation to another.

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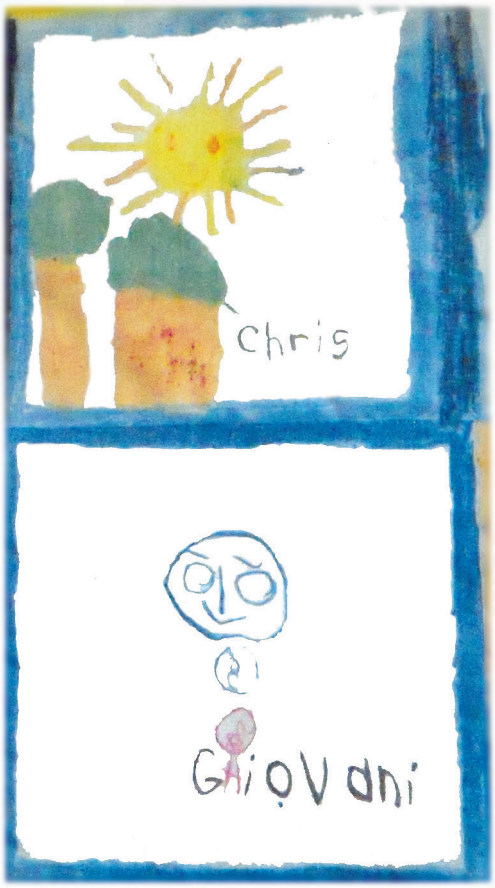

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www.wcer.wisc.edu

Arts

Music: lesson plan
Songs and instructional activities http://www.ckcolorado.org/units/Kindergarten/K_TeachingMusicalInstuments.pdf
http://www.ckcolorado.org/units/Kindergarten/K_rythmandlanguage.pdf

Assessment

http://www.tampareads.com/skills/kindergarten/test-html.htm
http://flagstaff.12.az.us/educational_enrichment/k_enrichment/k_assessment.htm

Health Enhancement lesson plans
http://www.coreknowledge.org/CK/resrcs/lessons/04_K_ChompClapSneeze.pdf

Math

Assessments

Magnetic lesson plans:
http://ckcolorado.org/units/Kindergarten/K_TeachingMagnetsKindergarten.pdf
http://www.coreknowledge.org/CK/resrcs/lessons/04_K_MayForce_BeWithYou.pdf
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http://www.ckcolorado.org/units/Kindergarten/K_MathMeasuresUp.pdf
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Native American Resources
Lesson plans
http://www/ckcolorado.org/units/Kindergarten/K_IndiansorNativeAmericans.pdf
Tribes Curriculum
http://www.tribes.com/catalog_detail.php?id=113&returnCode=L2NhdGFsb2cucGhw&cookietest=1&sessiontest=1

Nursery Rhyme
Lesson plan ideas
http://www.ckcolorado.org/units?Kindergarten/K_OhStoriesBehindNurseryRhymes.pdf

Phonemic Awareness
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http://www.ckcolorado.org/units/Kindergarten/K_FunwithPhonemicAwareness.pdf

Phonological Awareness
Assessment
http://lists.uwrf.edu/archives/langartsmodelacad/attchments/20080324/fl61e9c0/2008phonologicalassessment-0001.doc

Reading
http://www.scholastid.com/dodea/Module_2/resources/dodea_m2_tr_core.pdf
Other Reading Concepts: lesson plans
http://www.ckcolorado.org/units/Kindergarten/K_rythmandlanguage.pdf

Recycle
http://www.coreknowledge.org/CK/resrcs/lessons/03_K_TakingCharge.pdf

Resources Guide for teachers
http://school.discoveryeducation.com/schrockguide/assess.html#go

Science
5 senses: http://www.ckcolorado.org/assessments/k_thehumanbody.pdf
Science unit lesson plan: http://www.ckcolorado.org/assessmentdocs/kindergarten.asp

Sight Words
http://lists.uwrf.edu/archives/langartsmodelacad/attchments/2008034/fl61e9c0/Kdg.Assessment3-0001.xls/
http://www.coreknowledge.org/CK/resrcs/lessons/04_K_KinderPoemsSongs.pdf

World Language
Lesson plan idea: Change to incorporate any language (good basic plan)
http://www.ckcolorado.org/units/spanish/1_elementryspanish.PDF

Overall lesson plan links
http://www.ckcolorado.org/lessons/kinder.asp

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This model curriculum guide is based on the Montana Content Standards and Benchmarks in subject areas and the nine correlates of effective schools research for Montana schools. In addition to model curricula and lessons, the guide also features the latest information on kindergarten research, recommendations for best assessment practices and recommendations, and a planner for teacher professional development.

0,000 copies of this public document were published at an estimated cost of $000.00 per copy, for a total cost of $000.00, which includes $000.00 for printing and $.00 for distribution.

Montana Full-Time Kindergarten

Model Curriculum Guide 2010

Montana
Office of Public Instruction
Denise Juneau, State Superintendent
opi.mt.gov

Design: Ellen Leidl